

# Unit:ELA-Speaking and Listening

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 engage in the experience reading and rereading books and texts and answer the five “w” questions with simple responses. They will engage in interactive play and learn in a climate that promotes conversations, dialogue, questions, and reflections.

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

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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.SL.PK.1	Participate in conversations and interactions with peers and adults individually and in small and large groups.
ELA.PK.SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.
ELA.PK.SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.
ELA.PK.SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.
ELA.PK.SL.PK.5	Use drawings or visual displays to add to descriptions to provide additional detail.
ELA.PK.SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
ELA.SL.PK.1.a	Follow-agreed upon rules for discussions during group interactions.
ELA.SL.PK.1.b	Continue a conversation through several back and forth exchanges.

## Transfer

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## **Essential Questions**

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- How can I be a listener?
- How can I be a speaker?
- How does conversation occur between individuals in a group?
- What are the rules of communication during groups?
- Why is asking and answering helpful?

## **Essential Understandings**

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- A person can ask for support in their communication from a teacher
- A person can discuss details from a book
- A person can share their ideas and feelings in a classroom
- Communication happens when you learn wait time

## **Students Will Know**

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- answer questions that are asked of them about books, activities, and observations
- ask questions about books, activities, and observations
- engage in interactions in large group, small group, and one-on-one dynamics
- listen as books are read and reread
- using props in interactive play assists in comprehension

## **Students Will Be Skilled At**

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- answer the essential questions.
- engaging in interactive play
- listening to read alouds
- participating in conferencing for large group, small group, and one-on-one dynamics
- participating in wait-time

## **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.

- Ask and answer questions about books, activities, and observations
- engage in interactive play to support concepts being learned
- Listen to stories being read and reread
- Participate in large group, small group, one-on-one dynamics
- Practice “wait-time”

## **Learning Plan**

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- conduct interactive read alouds
- create class posters of student ideas and feelings for lessons
- model “wait time”
- model speaking and listening in interactive play
- Participate in circle time

## **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](#)

- Big Books
- Classroom Charts
- Nursery Rhymes and songs
- picture books
- puppets and toys for interactive play
- Smart Board technology

## **Suggested Strategies for Modifications**

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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)

- Continued one on one practice
- Extra Time

- Hand over hand support
- High interest books, with simple illustrations
- Repetition
- various sized and textured writing surfaces
- various writing implements
- Visual supports