

Unit:ELA-Foundational Text

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

Brief Summary of Unit

Preschool students will be read aloud of informational texts when appropriate for the learning topic, in an environment that exposes them to appropriately themed texts, current reading materials, and age appropriate high-quality books texts. They will experience the daily read aloud in large and small groups settings, as well as one-on-one. Students will be able to demonstrate comprehension of informational texts through engaging in discussion about the book where they will share details, ask questions, compare and contrast, and embed new vocabulary with teacher support. Students will follow text while listening to big books read aloud, act out, and chorally read.

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.

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| AL.PK.9.4.3 | Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions). |
| ELA.PK.RI.PK.1 | With prompting and support, ask and answer questions about key elements in a familiar text. |
| ELA.PK.RI.PK.2 | With prompting and support, recall important facts from a familiar text. |
| ELA.PK.RI.PK.3 | With prompting and support, make a connection between pieces of essential information in a familiar text. |
| ELA.PK.RI.PK.4 | With prompting and support, ask and answer questions about unfamiliar words in informational text. |
| ELA.PK.RI.PK.5 | Identify the front and back cover of a book. |

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| ELA.PK.RI.PK.6 | With prompting and support, identify the role of author and illustrator in presenting ideas in informational text. |
| ELA.PK.RI.PK.7 | With prompting and support, tell how the illustrations support the text (information or topic) in informational text. |
| ELA.PK.RI.PK.10 | Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups. |

Transfer

Essential Questions

- How do readers find books that are meaningful to them?
- How do readers use strategies when exploring books to find meaning ?
- How does a reader share skills with others?
- What does a reader look like?

Essential Understandings

- Follow -up activities to read alouds will support student comprehension and solidify new learning
- Illustrations are used to support the text
- Information texts have a main idea and supporting
- Readers learn information from information texts
- Readers use strategies and develop habits that are used when reading in Information texts
- Student demonstration of knowledge can occur through of mediums including auditory, visual, and movement activities
- The author uses reason to support the text

Students Will Know

- Compare and contrast story and information texts
- Distinguish between story and information texts
- Engage in discussion in large group, small group, and one-on-one dynamics
- Examine the different parts of the text
- Model new words read in books and texts
- retell the reasons and the main idea of the text
- Understand the role of the author and illustrator in creating books

Students Will Be Skilled At

- Acting out a story that has been told to them
- Answering questions related to the text that connects elements of the texts to personal experiences
- beginning to identify genres (story or poetry)
- Choosing books that support their interests
- Creating books connected to text and personal experiences in centers
- Demonstrating knowledge of the readings through a range of mediums and opportunities including auditory, visual, and movement activities
- Have discussions with classmates and teachers about read alouds
- Illustrate their understanding of the text
- Participate in teacher lead graphing of information connected to the text
- Retelling texts with teacher support
- Using new words that have been introduced in conversations, songs, rhymes, activities, and discussions guided by the chosen books and themes

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.

- Children will be able to answer questions about the text such as , “What did you learn?”, “Tell me more?”
- Explain their understanding of an information text through the use of mediums including auditory, visual, and movement activities
- Students will do interactive read alouds, share their knowledge with a teacher and class, demonstrate understanding in center activities

Learning Plan

- Book Area has books and texts (15-20) that regularly rotated on average every two weeks
- The lesson is infused with the use of conversations, songs, rhymes, and activities .
- Book area has a comfortable place to sit and explore literature
- Centers are created and house materials that support the book, text, and theme
- Discussion and conferencing with students will occur as a large group, small group, and sandone-on-one
- Encourage students to act out a story that has been read to them
- Encouragement and prompting provided to engage in discussion related to the topic introduced
- Have students draw and identify what they learned by reading a text and the main idea

- Have visual aids available in the classroom.
- Incorporate technology.
- Students are introduced to the theme and book during morning routine
- Students will explore letter sounds to support exposure to new vocabulary

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](#)

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

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

- Audio accompaniment
- Continued one on one practice
- Extra Time
- Hand over hand support
- High interest books, with simple illustrations
- Repetition
- Visual supports