

# Unit:ELA-Literature

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 be read aloud literature two or more times a day 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 literature 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, dramatize, 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

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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.RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
ELA.PK.RL.PK.2	With prompting and support, retell familiar stories or poems.
ELA.PK.RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.
ELA.PK.RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
ELA.PK.RL.PK.5	Recognize common types of literature (storybooks and poetry books).
ELA.PK.RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.
ELA.PK.RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
ELA.PK.RL.PK.8	(Not applicable to literature)

ELA.PK.RL.PK.9

With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.

ELA.PK.RL.PK.10

Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

## **Transfer**

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## **Essential Questions**

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- 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 his skills with others?
- What does a reader look like?

## **Essential Understandings**

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- Engaging students in large group, small group, and one-on-one will assist in improving comprehension and encourage students to develop reading habits
- Follow -up activities to read alouds will support student comprehension and solidify new learning
- Readers use strategies and develop habits that are used when reading
- Student demonstration of knowledge can occur through the use of mediums including auditory, visual, and movement activities

## **Students Will Know**

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- Compare and contrast readings
- Examine the different parts
- Model new words read in books and texts
- Understand problem and solution
- Understand the role of the author and illustrator in creating books
- Use expression when reading and acting out a story.

## **Students Will Be Skilled At**

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- accepting teacher support and appropriate level of prompting to experience the task
- 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 reading 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**

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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.

- Children will be able to answer questions about the text such as , “What will happen next?”, “What do you think?”, “Tell me more?” with teacher support, modeling, and prompting
- Explain their understanding of a story through the use of mediums including auditory, visual, and movement activities
- Students will do interactive read alouds, share their ideas with a teacher and class, demonstrate understanding in center activities

## **Learning Plan**

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- 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 one-on-one
- Encouragement and prompting provided to engage in discussion related to the topic introduced
- 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
- teachers will provide teacher support and appropriate level of prompting to experience the task

## **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
- High interest books, with simple illustrations
- Smart Board technology
- textured materials
- various sizes of materials
- websites related to books and texts
- Websites that support ELA objectives

### **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
- modifications
- Repetition
- Repetition
- Visual supports