Unit 03 Literature Appreciation for Kindergarten

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **Throughout the school year**
Status: **Published**

Brief Summary of Unit

Literature Appreciation unit helps students develop a love of books while learning how to listen, respond to, and enjoy a wide variety of literature. Kindergarten students will be exposed to various types of literature using various methods and resources to develop literature appreciation throughout the school year. Books will include SEL titles to help teach empathy and increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Students will also be exposed to inclusion titles to help students understand what it's like for people who are different than them. Students will also be exposed to age appropriate authors and illustrators during author/illustrator studies.

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This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2026

Standards

The identified standards 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. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

Information Literacy for Elementary Educators

1	Self-Awareness
1.1	Recognize one's feelings and thoughts
1	Students will develop positive social identities based on their membership in multiple groups in society.
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
1.3	Recognize one's personal traits, strengths, and limitations
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
3	Students will recognize that people's multiple identities interact and create unique and complex individuals.
2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.
5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
DI	Diversity
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
4.1	Develop, implement and model effective problem-solving, and critical thinking skills

DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
4.2	Identify the consequences associated with one's actions in order to make constructive choices
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
9	Students will respond to diversity by building empathy, respect, understanding and connection.
5.1	Establish and maintain healthy relationships
DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
5.2	Utilize positive communication and social skills to interact effectively with others
DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
5.3	Identify ways to resist inappropriate social pressure
5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
5.5	Identify who, when, where, or how to seek help for oneself or others when needed
JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
JU.K-2.12	I know when people are treated unfairly.
JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.
16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
AC.K-2.16	I care about those who are treated unfairly.
17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
18	Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.

AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is…).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
SL	Speaking and Listening
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.C.1	Interacting with content presented by others.
I.C.2	Providing constructive feedback.
I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
II	Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
II.A.1	Articulating an awareness of the contributions of a range of learners.
II.A.2	Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
II.B.1	Interacting with learners who reflect a range of perspectives.
II.B.3	Representing diverse perspectives during learning activities.
II.C	Learners exhibit empathy with and tolerance for diverse ideas by:
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
II.D	Learners demonstrate empathy and equity in knowledge building within the global learning community by:
II.D.2	Demonstrating interest in other perspectives during learning activities.
II.D.3	Reflecting on their own place within the global learning community.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
VI.D.1	Personalizing their use of information and information technologies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a

	member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.A.2	Developing new understandings through engagement in a learning group.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge
III.C.2	Involving diverse perspectives in their own inquiry processes.
III.D.1	Actively contributing to group discussions.
III.D.2	Recognizing learning as a social responsibility.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.2.2.A.CS1	The characteristics and scope of technology.

Essential Questions

- How can I understand and appreciate all types of literature?
- How can books help us learn about different cultures, traditions, and experiences?
- How can literature help me empathize with characters that are different than me?
- How can literature help me understand the world around me?
- How can reading become a foundational skill for learning, personal growth, and enjoyment?

- How do books help us learn about ourselves and others?
- How do illustrations support the text?
- What can we learn from characters?
- Why do authors write?

Students Will Know/Students Will Be Skilled At

- Demonstrating active listening skills.
- Describing illustrations in story read-alouds.
- Participating in read aloud and storytelling experiences.
- Responding to literature with retellings, predictions, discussions.
- There are different types of books and materials to be found in a library media center.
- To find connections between themselves and characters in the book.
- To find connections between words and illustrations in books read aloud or read alone .
- To recognize an author's and illustrator's unique style.
- To recognize when a character is being treated unfairly.
- Using illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Benchmark/Alternative: Students choose a favorite book from those read during the unit and complete:, "My favorite book is _____.", "I liked it because _____.", "My favorite character is _____."
- Benchmark/Alternative: Students will be able to identify the beginning, middle, and end.
- Benchmark/Alternative: Students will be able to retell the story in order.
- Formative-Student will be able to compare himself to a character in the book.
- Formative-Students will listen attentively to books read aloud.

- Formative-Students will state an opinion regarding a piece of literature,
- Summative-Students compare a book in print and another format (ebook/video/audio book).
- Summative-Students will be able to explain why they recommend the book to a friend.
- Summative-Students will be able to share their favorite part.
- Summative-Students will recognize an author/illustrator unique style.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story or students going to a makerspace station.

Kindergarten students will be exposed to various types of literature using various methods and resources to develop literature appreciation throughout the school year. Books will include SEL titles to help teach empathy and increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Students will also be exposed to inclusion titles to help students understand what it's like for people who are different than them. Students will also be exposed to age appropriate authors and illustrators during author/illustrator studies. Suggested activities are listed below for this unit:

Suggested Ideas/or Themes:

1: Enjoying Books

Focus

- How to enjoy read-alouds
- Choosing books

Sample Books

- Library Lion
- Don't Let the Pigeon Drive the Bus
- How to Catch series
- Book With No Pictures

2: Characters We Love

Students identify:

- Main character
- Feelings
- Actions

- Favorite character

Activities:

- Character puppets
- Draw your favorite character
- Character sorting

3: Fairy Tales

Examples:

- The Three Little Pigs
- Goldilocks
- Little Red Riding Hood

Skills:

- Compare versions
- Identify beginning, middle, end
- Discuss lessons learned

4: SEL Topics

Students:

- Kindness
- Respect
- Feelings

5: Folktales Around the World/Heritage Month Celebrations

Examples:

- The Mitten
- Stone Soup
- Anansi stories

Skills:

- Compare cultures
- Identify lessons
- Recognize traditions

6: Caldecott Favorites

Students appreciate illustrations.

Skills:

- Notice colors and details
- Predict story from pictures
- Compare illustrations

Possible books:

- Click, Clack Moo
- Beekle
- Sam and Dave Dig a Hole

7: Author Study

Possible authors:

- Mo Willems
- Kevin Henkes
- Doreen Cronin
- Greg Pizzoli
- Jon Klassen
- Eric Litwin

Students compare:

- Favorite books
- Illustrations
- Repeating characters

8: Celebrating Reading

Students:

- Read Across America
- Share favorite books
- Recommend books to classmates
- Complete a simple reading response
- Participate in a book celebration
- Poetry Month

9. **Holidays/Special Days of the Year**

- Compare books they have read .
- Instruct and reinforce the appropriate skills necessary to be effective listeners while a story is being read aloud.
- Introduce key vocabulary: author, illustrator, illustrations, ebook, audiobook, story elements (character, setting, beginning, middle, end), fiction vs. nonfiction, basic book vocabulary (Cover, title, pages)
- Mini lessons may include: Introduce author/illustrator using their website, Read books by author/illustrator, Compare books identifying similarities, Read kindness or SEL stories, Read books and compare different characters, Look at different characters and compare them to ourselves.
- Preview the essential questions and connect to learning throughout the unit.
- Share books by favorite authors and illustrators.
- Use related author websites.

- Utilize relevant fiction and nonfiction books, audiobooks, ebooks, and related videos.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Select this link to view the Kindergarten Google Folder under media in the Grades K-5 folder.

All Google Slides are in the Kindergarten Media Google Folder

Suggested Authors/Illustrators:

Jan Brett

Eric Litwin

Lois Ehlert

Dr. Seuss

Eric Carle

Mo Willems

Jon Klassen

Greg Pizzoli

Doreen Cronin

Jan Thomas

Corey Tabor-Fox Books

Todd Parr

Suggested Books:

If You Plant a Seed (Nelson)- Google Slides

Tiny Acts of Kindness (Ha)-Google Slides

Billy Bully (Galen)- Google Slides

Stick and Stone (Ferry) -Google Slides

The Kindness Book (Parr)-Google Slides

Creepy Carrots (Reynolds)-Google Slides

How to Catch a Snowman (Wallace)-Google Slides -Other books in the series are on Epic Books under videos

I Want My Hat Back (Klassen)-Google Slides

This is Not My Hat (Klassen)-Google Slides

Rhyming Dust Bunnies (Thomas)-Google Slides

Sam and Dave Dig a Hole (Barnett)-Google Slides

The Thankful Books(Parr)-Google Slides

Strictly No Elephants (Mantchev)

Martin Luther King Jr. Day (McNamara) Robin Hill School Series

Howard B. Wigglebottom Learns about Bullies (Youtube)

Pete the Cat's Groovy Guide to Kindness (Youtube)

- Age appropriate websites
- Author/Illustrator websites
- Computer technology (Tablets/Chrome books/Computers)
- Interactive board technology (SmartPanel)
- Media specialist produced interactive materials/presentations/visual aids
- Ongoing collaboration with teachers regarding units taught within the classroom
- Presentation software
- Quality LMC collection of print and nonprint relevant resources

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.