

**English Language Arts
Unit 4: Literature**

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Extensive reading of stories, drama, poems, and myths from diverse cultures and different time periods, provides literary and cultural knowledge as well as familiarity with various text structures and elements.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ Why do readers read? ▪ How do readers construct meaning? ▪ What are the types, characteristics, and purposes of texts?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ There are various types of texts with different purposes. ▪ Literature contains key ideas, messages, and structural elements. ▪ Responses to reading demonstrate knowledge by referring to literary elements from the text. ▪ Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
<p>Vocabulary/Content</p>	<p>Author, illustrator, illustration, settings, events, characters, details, rhyming, main/big idea, text, front cover, back cover, title, title page, fiction, story books, poems, fantasy, folktale, plays, myths, making connections, same, different, compare and contrast, retell</p>
<p>Essential Skills</p>	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Ask and answer questions for clarification and understanding about key ideas in a text. • Retell stories and explain the central message or main idea of the story. • Describe and illustrate a story’s characters, setting, and major events, and explain who is telling the story. • Name author and illustrator of text and define each role. • Engage in collaborative discussions. <p>Independently...</p> <ul style="list-style-type: none"> • Recognize common types of texts. • Ask and answer questions about unknown words and key details in a text read aloud or presented orally. • Demonstrate understanding of the organization and basic features of print • Actively engage in collaborative reading activities and discussion by following predetermined rules such as listening, respecting other’s opinions, taking turns, and contributing. • Ask clarifying questions to increase understanding. • Read grade level texts with independent levels of accuracy, fluency, and comprehension. •

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**Related
Maine Learning
Results**

Reading Literature- Kindergarten

- RLK1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details
- RL.K.3 With prompting and support, identify character, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text
- RL.K.5 Recognize common types of texts, (poems, storybooks)
- 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.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
- RL.K.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding

Foundational Skills- Kindergarten

- RF.K.4 Read emergent- reader texts with purpose and understanding

Speaking and Listening- Kindergarten

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics* with peers and adults in small or larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion
- b. Continue a conversation through multiple exchanges

SL.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.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood

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	<p><u>Language- Kindergarten</u></p> <p>L.K.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on <i>Kindergarten reading and content</i>, choosing flexibly from an array of strategies.</p> <p style="padding-left: 40px;">a. Identify new meanings for familiar words and apply them accurately (eg. Knowing a “duck” is a bird and learning the verb “to duck”)</p> <p style="padding-left: 40px;">b. Use most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (eg. ed, s, re, un, pre, ful, less).</p> <p>L.K.6 Use words or phrases acquired through conversations, reading and being read to, and responding to texts,</p>
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> ▪ Retell a story ▪ Create a story map ▪ Class book discussions ▪ Author studies (Dr. Seuss week, Jan Brett, Eric Carle, ect.) ▪ Read Alouds ▪ Cloze Activities ▪ Model reading strategies ▪ Share reading ▪ Big books ▪ Partner reading ▪ Reading groups ▪ Three ways to read a book ▪ Gingerbread Man unit, Mitten unit, Goldilocks & the Three Bears unit
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ DRA II ▪ Running Records ▪ Retells ▪ Conference and observation notes ▪ Active reading engagement ▪ Create a story map ▪ Comprehension and analysis
<p>Sample Resources</p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> • <i>Show Me a Story</i> by Emily K. Neuburger • <i>Units of Study for Teaching Reading</i> by Lucy Calkins • <i>Kindergarten Phonics</i> by Fountas and Pinnell • <i>Words Their Way</i> • <i>Interactive Writing – How Language and Literacy Come Together, K-2</i> by McCarrier, Pinnell, Fountas • <i>Read, Write, Think</i> • <i>The Complete Year in Writing</i> by McNally and Allyn

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	<ul style="list-style-type: none">• <i>Every Child a Reader</i> by Coffin• <i>The Continuum of Learning Literacy Grades PreK-2</i> by Pinnell & Fountas• <i>Café Book</i> by Boushey & Moser• <i>Smarter Charts K-2</i> by Martinelli & Mraz
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