

Literature Appreciation: Kindergarten

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to respond to text using a variety of informational tools in order to pursue personal and aesthetic growth. <u>Content Standards:</u> - AASL 1.1.6. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. - AASL 1.4.4. Seek appropriate help when needed. - AASL 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres.	Transfer	
	Students will be able to independently use their learning to respond to a piece of literature and discuss it with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - people react to stories differently based on their own schema - reading widely helps people understand about themselves and the world. - school libraries and school librarians are essential resources for finding literature in print and other formats.	ESSENTIAL QUESTIONS - How does the story make me feel? - What makes a story great?
	Acquisition	
	Students will know... - words and pictures work together to tell a story. - stories contain literary elements (plot). - stories have a sequence of events. <u>vocabulary:</u> author, illustrator, character, plot	Students will be skilled at... - finding an author/illustrator using book parts. - choosing books that meet their interests in the library. - retell orally or visually important parts of a story. - react to a story expressing an opinion. - make connections with self, the world, and previous reading.
Content Area Literacy Standards		21st Century Skills
not applicable		- make judgments and decisions - think creatively - access and evaluate information

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<u>Common Core Standards</u> - CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. - CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details. - CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story. - CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. - CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding. - CC.K.SL.2 Comprehension and Collaboration: 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. - CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• • 1.OA.1 Use	• Library Medica Center • Guided Reading • Reading Street