# **Reading Grade K Trimester 3**

Content Area:	ELA
Course(s):	ELA Grade 1
Time Period:	MP1
Length:	45
Status:	Published

#### **NJSLS ELA**

ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter- sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.L.VL.K.2.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
ELA.L.VI.K.3.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
ELA.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).
ELA.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).
ELA.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).
ELA.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).
ELA.RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
ELA.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).
ELA.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).
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### **Rationale and Transfer Goals**

# L.RF.K.4:

• Rationale: This standard focuses on developing students' ability to read age-appropriate texts with comprehension. Emergent reading is essential for building decoding, fluency, and comprehension skills, laying the foundation for future reading success.

## L.KL.K.1.E:

• Rationale: Mastering the basic conventions of grammar and usage in kindergarten sets the stage for effective communication. This standard ensures that students can form and express complete thoughts,

which is a critical early literacy and language skill.

## L.VI.K.3.D:

• Rationale: This standard emphasizes vocabulary development and word recognition. Helping students understand and clarify word meanings enhances their reading comprehension and overall language proficiency.

## RL.MF.K.6:

• Rationale: Recognizing the roles of the author and illustrator builds awareness of the components of a text, helping students understand how words and illustrations work together to convey meaning in a story.

#### RI.MF.K.6:

• Rationale: This standard mirrors the one for literature but focuses on informational texts. Understanding the roles of the author and illustrator in providing information supports students' comprehension of non-fiction.

## L.VL.K.2.B:

• Rationale: Learning how affixes modify root words helps students quickly expand their vocabulary. By recognizing patterns in word endings, they can infer the meanings of new words without needing to memorize each one individually.

## RL.CI.K.2:

• Rationale: Story retelling strengthens comprehension and memory. It encourages students to think critically about the structure and elements of stories, preparing them for more complex narrative understanding.

## RI.CI.K.2:

• Rationale: In non-fiction texts, understanding the main topic and key details is essential for comprehension. This standard supports the development of analytical skills and prepares students for reading to learn.

## **RL.CT.K.8**:

• Rationale: Developing an understanding of how authors support their points is a precursor to critical thinking and argumentation skills. This standard lays the groundwork for future analysis and reasoning.

#### **RI.CT.K.8**:

• Rationale: Similar to the literature standard, but for informational texts. It teaches students to recognize how facts and ideas are presented to support a point, which is essential for later critical reading skills.

## **RI.AA.K.7:**

• Rationale: Understanding how illustrations contribute to the meaning of the text helps students develop visual literacy. This standard builds comprehension by linking visual elements with written content.

#### SL.ES.K.3:

• Rationale: Engaging in dialogue, especially asking questions, fosters critical thinking and communication skills. This standard encourages active participation and helps students become confident in verbal exchanges.

#### Enduring Understandings L.RF.K.4:

• Enduring Understanding: Reading is an active process that involves decoding words, making meaning, and understanding the purpose of a text. Reading with purpose and comprehension allows students to access and enjoy stories and information, developing a lifelong love of reading.

## L.KL.K.1.E:

• Enduring Understanding: Effective communication depends on the proper use of grammar and language conventions. Using correct grammar and sentence structure enables students to express their thoughts clearly and be understood by others.

## L.VI.K.3.D:

• Enduring Understanding: Expanding vocabulary through context clues and word analysis helps students understand new words and their multiple meanings, which improves comprehension and enriches both oral and written communication.

#### RL.MF.K.6:

• Enduring Understanding: Authors and illustrators work together to create and convey stories. Understanding the roles of these creators helps students appreciate how words and images contribute to storytelling and meaning-making.

#### RI.MF.K.6:

• Enduring Understanding: In informational texts, both the author and illustrator play critical roles in presenting ideas. Understanding their contributions enhances a student's ability to interpret, evaluate, and learn from texts.

#### SL.ES.K.3:

• Enduring Understanding: Asking and answering questions is essential for effective communication,

learning, and problem-solving. Engaging in discussions to clarify and seek understanding helps build critical thinking and collaborative skills.

#### L.VL.K.2.B:

• Enduring Understanding: Understanding and recognizing common affixes helps students decode and determine the meanings of unfamiliar words. This knowledge empowers them to independently expand their vocabulary and enhances their reading comprehension by allowing them to interpret word meanings through context and structure.

#### RL.CI.K.2:

• Enduring Understanding: Retelling stories helps students organize their thoughts, recall important details, and understand narrative structure. This skill deepens comprehension and fosters appreciation of storytelling.

#### RI.CI.K.2:

• Enduring Understanding: Identifying the main topic and key details in informational texts helps students understand and summarize important ideas. This skill is foundational for learning how to analyze and synthesize information in texts.

## **RL.CT.K.8**:

• Enduring Understanding: Authors use specific reasons and evidence to support their points. Understanding how to identify and evaluate these reasons is crucial for critical thinking and helps students make informed interpretations of texts.

#### **RI.CT.K.8**:

• Enduring Understanding: Informational texts rely on supporting evidence and reasons to convey ideas. Recognizing and understanding these reasons helps students critically evaluate the validity and strength of the information presented.

#### **RI.AA.K.7:**

• Enduring Understanding: Illustrations and text work together to convey meaning. Understanding the connection between the two enhances comprehension and allows students to interpret visual and textual elements cohesively.

#### **Essential Questions**

How can I use what I know about letters, sounds, and words to understand what I am reading?

Why is it important to use proper grammar when I speak and write, and how does it help others understand me

#### better?

How can I figure out the meaning of a word I don't know?

How do the author's words and the illustrator's pictures work together to tell a story?

How do the author's words and the illustrator's pictures help me understand new information?

How can asking questions help me learn and understand things better?

What details should I include when I retell a story?

How can I figure out the main idea of an informational text, and what details should I remember?

How do I know if the author is giving reasons to explain their point in a story?

How do the reasons the author gives help me understand the information in a text?

How do the pictures and words work together to help me understand what I'm reading?

#### **Content, Learning Targets, and Activities**

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Month	Weeks	Standards (can be multiple)		Suggested Student C Activity
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Assessme		of someone ju			e and will select the correct verb for it words hop and jump. Students shoul
Folktales	RL.MF.K. 6 (With prompting and support) Describe the relationshi p between illustration s and the story in which they appear (e.g., what moment in a story an illustration depicts) SL.ES.K.3 Ask and answer questions in order to seek help, get informatio n, or clarify something that is not understood	Itect verb1. I can expl ain how the pictu res in a story help tell the story , like sho wing what 's happ enin g at a certa in poin t.2. I can liste n to a story and ask ques tions abou t the imp	<ul> <li>Think-Pair Share</li> <li>Shared Reading/ Interacti ve Read Aloud</li> <li>Convers ation Starters</li> <li>Class Discussi on</li> </ul>	<ul> <li>The Gin ger bre ad Boy (IR A)</li> <li>The Elv es and The Sho ema ker (IR A)</li> <li>The Ma gic Fis h (IR A)</li> <li>The Ma gic Fis h (IR A)</li> <li>Sto ne Sou p (IR A)</li> <li>Sto ne Sou p (IR A)</li> </ul>	• How to Catch a Leprechaun (S Patrick's Day March 17)

		orta nt detai ls. 3. I can ans wer ques tions to sho w what I unde rstan d.		Gia nt (SR ) • The Big Rac e (SR )	
ASSESS MENT Week 4: Women's History Month	How RI.MF.K.6 With prompting and support, describe the relationshi p between illustration s and the text in which they appear (e.g., what person, place,	v did that pict	<ul> <li>IF.K.6 - Draw a are help tell the state of the s</li></ul>		<ul> <li>Women's History Month Articles: <u>https://kids.nationalgeographicom/history/topic/women-hero</u></li> <li>Get Epic (Epic has plenty of nonfiction books)</li> <li>Women's History Month Virtual Library: <u>Copy of</u></li> </ul>
	thing, or idea in the text an illustration depicts). SL.ES.K.3	e the auth or is desc ribin g, or what is happ	<ul> <li>Class Discussi on</li> </ul>		<u>Women in History - Virtual</u> <u>Library</u>

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	• Exit Ticket	: RI.MF.K.6 - Show	students a nict	ure of a person r	lace or thing from
ASSESS MENT		students write what the		are of a person, p	nuce, or uning from
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Apr	Week 1: Abilities Awareness Month:	L.VL.K.2.B. Use the most frequently occurring	1. I can use the most com	• Shared Reading/Int eractive Read Aloud	• The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin by Julia Finley Mosca <u>https://www.youtube.com/watch?v</u> =6wgBarZ5ytE
	Autism	affixes (e.g., -ed, -s, -ing)	mon prefix	• Think-Pair- Share	• Noah Chases the Wind by Michelle
	Awareness	as a clue to	es		Worthington
		the meaning	and	<ul> <li>Conversatio</li> </ul>	https://www.youtube.com/watch?v

	of an	suffix	n Starters	<u>=KVtmova3mwI</u>
	unknown	es		
	word.	(like -	• Class	<ul> <li>Uniquely Wired: A Story About</li> </ul>
		ed, -s,	Discussion	Autism and its Gifts by Julia Cook
		-ing)		https://www.youtube.com/watch?v
		to	• Interactive	<u>=sMf-8rnBbgA</u>
		figure	anchor	
		out	chart:	<ul> <li>Pedro's Whale by Paula Kluth and</li> </ul>
		the	Prefixes	Patrick Schwartz
		mean	and suffixes	https://www.youtube.com/watch?v
		ing of		=OUeObgDJ9CI
		word	• Prefix and	
		s I	suffix	
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		know		
ASSESSM ENT	1 • Exit Tic	ket: L.VL.K.2	.B. Identify the prefix	x or suffix in a word
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	RI.CI.K.2	n	Conversatio	
	WV:41	text,	n Starters	• Climate Change by Rebecca Hunt
	With	like		(Get Epic)
	prompting	what	• Class	(000200)
	and support,	the	Discussion	• What is Climate? By Jennifer
	i dantifiz the			
	identify the	whol		
Waalt 2.	main topic		Interactive	Boothroyd (Get Epic)
Week 2:	main topic and key	whol	• Interactive anchor	
Climate	main topic and key details of an	whol e	11	Boothroyd (Get Epic) <ul> <li>Greta Thunberg: Teen Climate</li> </ul>
	main topic and key details of an informationa	whol e thing	anchor	Boothroyd (Get Epic) <ul> <li>Greta Thunberg: Teen Climate</li> </ul>
Climate	main topic and key details of an informationa l text (e.g.,	whol e thing is	anchor chart	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what,	whol e thing is	anchor chart (Could be 3	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic)</li> <li>The Lorax by Dr. Seuss (This is n</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where,	whol e thing is about 2. I can	anchor chart (Could be 3 separate charts): What is	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find	anchor chart (Could be 3 separate charts): What is climate	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where,	whol e thing is about 2. I can	anchor chart (Could be 3 separate charts): What is climate change?	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find the impor	anchor chart (Could be 3 separate charts): What is climate change? What do we	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find the impor tant	anchor chart (Could be 3 separate charts): What is climate change? What do we notice	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find the impor tant infor	anchor chart (Could be 3 separate charts): What is climate change? What do we notice happening?	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find the impor tant infor matio	anchor chart (Could be 3 separate charts): What is climate change? What do we notice happening? How to	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find the impor tant infor matio n that	anchor chart (Could be 3 separate charts): What is climate change? What do we notice happening? How to help	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>
Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find the impor tant infor matio n that helps	anchor chart (Could be 3 separate charts): What is climate change? What do we notice happening? How to	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>
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Climate	main topic and key details of an informationa l text (e.g., who, what, where, when, why,	whol e thing is about 2. I can find the impor tant infor matio n that helps	anchor chart (Could be 3 separate charts): What is climate change? What do we notice happening? How to help	<ul> <li>Boothroyd (Get Epic)</li> <li>Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic</li> <li>The Lorax by Dr. Seuss (This is n an informational text, but could be a good opener to the topic to ease</li> </ul>

ASSESSM ENT			- circle the picture support the main	e of the main topic of the story. Circle two topic
Week 3: Fairytales	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)	<ol> <li>I can identi fy the centr al mess age a famili ar story is trying to teach us.</li> <li>I can retell the key event s of a famili ar story, reme mberi ng who, what, wher e, when, why, and how thing s happe ned</li> </ol>	<ul> <li>Shared Reading/Int eractive Read Aloud</li> <li>Think-Pair- Share</li> <li>Conversatio n Starters</li> <li>Fairytale Worksheets (sequencing events, Setting, Characters, etc)</li> </ul>	The Three Little Pigs: Go to the slide in the virtual library Copy of Fairytales

ENT	took pl	ace, what happ	ened in the story	
Week 4: Fairytales	L.RF.K.4 Read emergent- reader texts (decodable texts, including words with one-to-one letter-sound corresponde nces) orally with sufficient decoding accuracy to support comprehensi on.	1. I can read word s in emer gent- reade r texts by using my know ledge of letter sound s and how they come toget her to make word s.	<ul> <li>Shared Reading/Int eractive Read Aloud</li> <li>Think-Pair- Share</li> <li>Conversatio n Starters</li> <li>Class Discussion</li> <li>Fairytale Worksheets</li> </ul>	Little Red Riding Hood: Go to the slide i the virtual library Copy of Fairytales
	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)	<ol> <li>I can read emer gent- reade r texts accur ately and under stand what I'm readi ng.</li> <li>I can identi fy the centr</li> </ol>	(sequencing events, Setting, Characters, etc) • Decodable Books	

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ASSESSM	• Exit ticket: RL.CI.K.2 Circle the picture of who the story was about where the	he st
ENT	took place, what happened in the story	

Week 1: Fairytales	RL.CT.K. 8 With prompting and support, identify	1. I can co mp are two stor	<ul> <li>Reading/Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversation</li> </ul>	
	identify	ıes	<ul> <li>Conversatio</li> </ul>	

	Exit Ticket: RL.CT.K. 8 With prompting and support,	RL.CT.K.8 1. I can co mp are two stor	<ul> <li>Draw two pictures</li> <li>Interactive Read Aloud</li> <li>Think-Pair- Share</li> <li>Conversatio</li> </ul>	a to show a difference between 2 stories         The Three Billy Goats Gruff: Go to the slide in the virtual library         Copy of Fairytales
nt Week 2: Fairytales	RL.CT.K. 8 With prompting	1. I can co mp are	<ul> <li>Interactive Read Aloud</li> <li>Think-Pair-</li> </ul>	The Three Billy Goats Gruff: Go to the slide in the virtual library
nt Week 2:	RL.CT.K. 8 With	1. I can co mp	<ul> <li>Interactive Read Aloud</li> <li>Think-Pair-</li> </ul>	The Three Billy Goats Gruff: Go to the slide in the virtual library
nt	RL.CT.K. 8	1. I can co	• Interactive Read Aloud	The Three Billy Goats Gruff: Go to the slide in the virtual library
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				to show a difference between 2 stories
	Exit Ticket:	RL.CT.K.8	- Draw two pictures	to show a difference between 2 stories
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		experience s, illustration	similarities ut in and the differences sam between e two topi literary c texts on and the same find topic (e.g., thin characters, gs experience that s, are illustration sim s, or cha procedures ract ) ers, exp erie nce s, s, illu stra tion s, or cha procedures s, s, illu stra tion s, or ers, exp erie nce s, illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are illu stra tion s, are s, illu stra tion s, are s, illu stra tion s, are s, illu stra tion s, are s, illu stra tion s, are s, are s, illu stra tion s, are s, are s, are s, are s, are s, s, are s, s, are s, are s, are s, are s, s, are s, s, are s, are s, are s, are s, s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, are s, s, are s, are s, are s, are s, are s, are s, are s, are s, are s, s, are s are s a s are s ar s a s a s are s a s a s a s are s a s a s a s a s s a a s a s a s a s	similarities in and the differences between two two texts on the same truc texts on the same truc texts on the same truc texts on the same truc texts on the same truc s, or s, or procedures ) truc s, or char procedures crib ed. truc texts on the s, or char truc s, or char truc texts truc truc texts truc truc texts truc truc texts truc t

 ASSESS MENT	• Exit L.RF.K.4	y thin gs are des crib ed. Ticket: RL	.CT.K.8 - Draw two • Shared Reading/Inte	pictures to sho	w a difference between 2 stories • Celebrating Holidays: Memorial Day by Rachel
	• Exit	thin gs are des crib ed.	.CT.K.8 - Draw two	pictures to sho	w a difference between 2 stories
		thin gs are des crib			
		illu stra tion s, or eve n the wa			
	basic similarities in and differences between two literary texts on the same topic (e.g., characters, experience s, illustration s, or procedures )	cha ract ers, exp erie nce s,	n Starters • Class Discussion • Picture walk • Interactive anchor chart • Venn Diagram		

including	erg	Conversatio	Memorial Day by Tamra
words with	ent-	n Starters	Orr (Get Epic)
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letter-	der	• Class	<ul> <li>Memorial Day by Susan</li> </ul>
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Assessme			RI.CT.K.8 - Draw two	o pictures to sh	now a difference or similarity
nt	between 2 s	tories			
M ay Week 4: Asian American and Pacific Islander Month	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, experience s, illustration s, or procedures )	1. I can co mp are two stor ies abo ut the sam e topi c and find thin gs that are sim ilar, like cha ract ers, exp erie nce s, illu stra tion s, or eve n the wa y thin gs are c and find	<ul> <li>Shared Reading/Inte ractive Read Aloud</li> <li>Think-Pair- Share</li> <li>Conversatio n Starters</li> <li>Class Discussion</li> <li>Emergent and decodable readers</li> <li>Venn Diagram</li> <li>Picture Walk</li> </ul>	<ul> <li>Bring ing in the New Year (IRA)</li> <li>Dim Sum For Every one (IRA)</li> <li>Fortu ne Cooki e Fortu nes (IRA)</li> <li>Fortu nes (IRA)</li> <li>The Ugly Veget ables (IRA)</li> <li>Kite Flyin g (IRA)</li> </ul>	<ul> <li>Suki's Kimono by Chieri Uegaki https://www.youtube.com/w atch?v=xrXsFs5KpLQ</li> <li>Amy Wu and the Perfect Bao by Kat Zhang https://www.youtube.com/w atch?v=o2cFf4Vdkgg</li> </ul>

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Assessme	Exit Ticket:	RL.CT.K.8	- Draw two pictures	to show a diff	erence or similarity between 2
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Ju ne	Week 2: Junetee nth	RI.AA.K .7. With promptin g and support, identify the reasons an author gives to support points in a text. L.RF.K. 4. Read emergent -reader texts	f i c t k e r e a s c r	<ul> <li>Interactiv e Read Aloud</li> <li>Think- Pair- Share</li> <li>Conversa tion Starters</li> <li>Class Discussi on</li> <li>Picture walk</li> <li>Interactiv e anchor chart: show the main</li> </ul>	• Juneteenth for Mazie (IRA) https://www.youtube. com/watch?v=BBL4 VuRbIj4	<ul> <li>Juneteenth Is by Natasha Triplett</li> <li>The Story of Juneteenth by Dorena Williamson</li> <li>Jayylen's Juneteenth Surprise by Lavaille Lavette <u>https://www.youtube.c</u> om/watch?v=2LDUET qdnMU</li> <li>Juneteenth by Van G. Garrett <u>https://www.youtube.c</u> om/watch?v=WpbOAf urBks</li> </ul>

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# Assessments

Exit tickets will be given after each lesson

# Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Demonstrate Fluency	Students participate in reading decodable books/emergent readers to practice reading skills (Trimesters 1 & 2)	decodable books/ emergent readers
Demonstrate Comprehension	Students participate in reading decodable books/emergent readers to practice comprehension skills (Trimesters 1 & 2)	decodable books/ emergent readers
Using Suffixes	New concept	interactive anchor chart, worksheets
Produce complete sentences	Students speak to each other and to a teacher to communicate (Trimesters 1 & 2)	Discussions, Writing

Distinguish meaning among similar verbs/ use context clues	New concept	interactive anchor chart, worksheets
identify main topic and details	Trimester 2 (finding key details)	interactive anchor chart, Venn diagram
Retell stories	Trimesters 1 & 2 (character, setting, etc)	worksheets, interactive anchor charts

## Career Awareness, Exploration, Preparation, and Training

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

# Life Literacies & Key Skills

TECH.9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

# Interdisciplinary Connections

SCI.K.ESS2.D	Weather and Climate
SCI.K.ESS3.C	Human Impacts on Earth Systems
SCI.K-ESS3	Earth and Human Activity
SCI.K-ESS3-3	Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.