

# Reading Grade K Trimester 3

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

## NJSLS ELA

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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

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### 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**

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### **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**

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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?

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**Content, Learning Targets, and Activities**

[https://drive.google.com/drive/folders/14xBz\\_HleiGp05CvC55n8iVfFJgOqD3F9](https://drive.google.com/drive/folders/14xBz_HleiGp05CvC55n8iVfFJgOqD3F9)

Month	Weeks	Standards (can be multiple)	Learning Target (can be multiple standards)	Suggested Student C Activity
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March	Week 1: Read Across America	<p>L.KL.K.1.E (With prompting and support)</p> <ul style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities</li> </ul> <p>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.</p>	<p>1. I can use words to create and add detail to complete sentences</p> <p>2. I can read emergent-reader texts with accuracy and demonstrate comprehension by discussing key detail</p>	<ul style="list-style-type: none"> <li>Think-Pair Share</li> <li>Shared Reading/Interactive Read Aloud</li> <li>Conversation Starters</li> <li>Class Discussion</li> <li>Buddy Reading</li> <li>Emergent Reader Texts</li> <li>Decodable Texts</li> <li>Shared sentence building</li> </ul>	<ul style="list-style-type: none"> <li>Read Across America Virtual Library: <a href="#">Copy of READ ACROSS AMERICA 24</a></li> <li>Decodable Readers: <a href="https://www.teacherspayteacher.com/Product/March-Themed-Decodable-Readers-Six-Short-Vowel-Books-CVC-9074069?st=386e3df593faf0dbf495db5ad910116a">https://www.teacherspayteacher.com/Product/March-Themed-Decodable-Readers-Six-Short-Vowel-Books-CVC-9074069?st=386e3df593faf0dbf495db5ad910116a</a></li> </ul>
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			<p>ls and ans weri ng ques tions abou t the text.</p> <p>3. I can read simp le wor ds and sent ence s out loud and unde rstan d what they mea n</p>			
ASSESS MENT	Exit Ticket: L.KL.K.1.E - Students will complete a written sentence by adding more detail to it. EX: The cat is _____					
Week 2: Nursery Rhymes	<p>L.VI.K.3. D</p> <p>(With guidance and support)</p> <ul style="list-style-type: none"> <li>Distinguis h shades of meaning among verbs describing</li> </ul>	<p>1. I can act out verb s to sho w their diffe renc e</p> <p>2. I can expl ain how</p>	<ul style="list-style-type: none"> <li>Think- Pair Share</li> <li>Shared Reading/ Interacti ve Read Aloud</li> <li>Convers ation Starters</li> <li>Class Discussi</li> </ul>	<ul style="list-style-type: none"> <li>The Een sy- We ens y Spi der (IR A)</li> <li>Baa Baa Bla ck She</li> </ul>	Framing Your Thoughts: Predicate	

	<p>the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>SL.ES.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood .</p>	<p>different verbs can change a sentence /story</p> <p>3. I can listen to a story and ask questions about the important details.</p> <p>4. I can answer questions to show what I understand.</p>	<p>on</p> <ul style="list-style-type: none"> <li>• Interactive Anchor Chart on different , but similar verbs</li> <li>• Interactive anchor chart (What is a verb)</li> </ul>	<p>ep (IR A)</p> <ul style="list-style-type: none"> <li>• I'm A Little Tea pot (IR A)</li> <li>• It's Raining, It's Pouring (IR A)</li> <li>• This Is the House That Jack Built (IR A)</li> <li>• The Old Lady Who Swallowed a Fly (SR )</li> </ul>	
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					<ul style="list-style-type: none"><li>• Miss Mary Mack (SR)</li></ul>	
Assessment	Exit Ticket: L.VI.K.3.D - Students will look at a picture and will select the correct verb for it. EX: picture of someone jumping, students are given the words hop and jump. Students should select the correct verb					
Week 3: Folktales	<p>RL.MF.K.6</p> <p>(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)</p> <p>SL.ES.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>1. I can explain how the pictures in a story help tell the story, like showing what's happening at a certain point.</p> <p>2. I can listen to a story and ask questions about the imp</p>	<ul style="list-style-type: none"><li>• Think-Pair Share</li><li>• Shared Reading/Interactive Read Aloud</li><li>• Conversation Starters</li><li>• Class Discussion</li></ul>	<ul style="list-style-type: none"><li>• The Gingerbread Boy (IRA)</li><li>• The Elves and The Shoemaker (IRA)</li><li>• The Magic Fish (IRA)</li><li>• Stone Soup (IRA)</li><li>• The Sleeping</li></ul>	<ul style="list-style-type: none"><li>• How to Catch a Leprechaun (St. Patrick's Day March 17)</li></ul>	

		<p>ortant details.</p> <p>3. I can answer questions to show what I understand.</p>		<p>Giant (SR)</p> <ul style="list-style-type: none"> <li>The Big Race (SR)</li> </ul>	
ASSESSMENT	<ul style="list-style-type: none"> <li>Exit Ticket: RL.MF.K.6 - Draw a picture of your favorite illustration from the story. How did that picture help tell the story?</li> </ul>				
Week 4: Women's History Month	<p>RI.MF.K.6</p> <p>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).</p> <p>SL.ES.K.3</p> <p>Ask and answer</p>	<p>1. I can explain how the pictures in a text illustrate what a person is doing, a place the author is describing, or what is happening</p>	<ul style="list-style-type: none"> <li>Think-Pair Share</li> <li>Shared Reading/Interactive Read Aloud</li> <li>Conversation Starters</li> <li>Class Discussion</li> </ul>		<ul style="list-style-type: none"> <li>Women's History Month Articles: <a href="https://kids.nationalgeographic.com/history/topic/women-heroes">https://kids.nationalgeographic.com/history/topic/women-heroes</a></li> <li>Get Epic (Epic has plenty of nonfiction books)</li> <li>Women's History Month Virtual Library: <a href="#">Copy of Women in History - Virtual Library</a></li> </ul>

		questions in order to seek help, get information, or clarify something that is not understood.	g 2. I can listen to a story and ask questions about the important details. 3. I can answer questions to show what I understand.			
	ASSESSMENT	<ul style="list-style-type: none"> <li>Exit Ticket: RI.MF.K.6 - Show students a picture of a person, place, or thing from the text. Have students write what the picture is.</li> </ul>				

April	Week 1: Abilities Awareness Month: Autism Awareness	L.VL.K.2.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning	1. I can use the most common prefixes and	<ul style="list-style-type: none"> <li>Shared Reading/Interactive Read Aloud</li> <li>Think-Pair-Share</li> <li>Conversatio</li> </ul>	<ul style="list-style-type: none"> <li>The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin by Julia Finley Mosca <a href="https://www.youtube.com/watch?v=6wgBarZ5ytE">https://www.youtube.com/watch?v=6wgBarZ5ytE</a></li> <li>Noah Chases the Wind by Michelle Worthington <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a></li> </ul>
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	of an unknown word.	suffixes (like -ed, -s, -ing) to figure out the meaning of words I don't know.	n Starters <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Interactive anchor chart: Prefixes and suffixes</li> <li>• Prefix and suffix worksheets</li> </ul>	<a href="#">=KVtmova3mwI</a> <ul style="list-style-type: none"> <li>• Uniquely Wired: A Story About Autism and its Gifts by Julia Cook <a href="https://www.youtube.com/watch?v=sMf-8rnBbgA">https://www.youtube.com/watch?v=sMf-8rnBbgA</a></li> <li>• Pedro's Whale by Paula Kluth and Patrick Schwartz <a href="https://www.youtube.com/watch?v=OUeObgDJ9CI">https://www.youtube.com/watch?v=OUeObgDJ9CI</a></li> </ul>
ASSESSMENT	<ul style="list-style-type: none"> <li>• Exit Ticket: L.VL.K.2.B. Identify the prefix or suffix in a word</li> </ul>			
Week 2: Climate Change	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)	1. I can identify the main idea of an informational text, like what the whole thing is about. 2. I can find the important information that helps explain the main	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Interactive anchor chart (Could be 3 separate charts): What is climate change? What do we notice happening? How to help prevent it</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change by Rebecca Hunter (Get Epic)</li> <li>• What is Climate? By Jennifer Boothroyd (Get Epic)</li> <li>• Greta Thunberg: Teen Climate Activist by Rachel Rose (Get Epic)</li> <li>• The Lorax by Dr. Seuss (This is not an informational text, but could be a good opener to the topic to ease students into the topic)</li> </ul>

		idea of the text.		
ASSESSMENT	• Exit Ticket: RI.CI.K.2 - circle the picture of the main topic of the story. Circle two pictures of details that support the main 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)	1. I can identify the central message a familiar story is trying to teach us.  2. I can retell the key events of a familiar story, remembering who, what, where, when, why, and how things happened	• Shared Reading/Interactive Read Aloud  • Think-Pair-Share  • Conversation Starters  • Fairytale Worksheets (sequencing events, Setting, Characters, etc)	The Three Little Pigs: Go to the slide in the virtual library  <a href="#">Copy of Fairytales</a>
ASSESSMENT	• Exit ticket: RL.CI.K.2 Circle the picture of who the story was about where the story			

took place, what happened in the story				
Week 4: Fairytale	L.RF.K.4	1. I can read words in emergent-reader texts by using my knowledge of letter sounds and how they come together to make words.	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Fairytale Worksheets (sequencing events, Setting, Characters, etc)</li> <li>• Decodable Books</li> </ul>	<p>Little Red Riding Hood: Go to the slide in the virtual library</p> <p><a href="#">Copy of Fairytale</a></p>
	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	2. I can read emergent-reader texts accurately and understand what I'm reading.		
	RL.CI.K.2	3. I can identify the centr		
	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how)			

			<p>al mess age a famili ar story is trying to teach us.</p> <p>4. 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</p>		
	ASSESSMENT	<ul style="list-style-type: none"> <li>Exit ticket: RL.CI.K.2 Circle the picture of who the story was about where the story took place, what happened in the story</li> </ul>			

M ay	Week 1: Fairytale	RL.CT.K. 8 With prompting and support, identify	1. I can co mp are two stor ies	<ul style="list-style-type: none"> <li>Reading/Inte ractive Read Aloud</li> <li>Think-Pair- Share</li> <li>Conversatio</li> </ul>	<p>Goldilocks and The Three Bears: Go to the slide in the virtual library</p> <p><a href="#">Copy of Fairytales</a></p>
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		basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)	about the same topic and find things that are similar, like characters, experiences, illustrations, or even the way things are described.	<p>n Starters</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Picture Walk</li> <li>• Venn Diagram</li> <li>• Interactive anchor chart</li> </ul>		
	Assessment	Exit Ticket: RL.CT.K.8 - Draw two pictures to show a difference between 2 stories				
May	Week 2: Fairytales	RL.CT.K.8 With prompting and support, identify	1. I can compare two stories	<ul style="list-style-type: none"> <li>• Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversatio</li> </ul>		<p>The Three Billy Goats Gruff: Go to the slide in the virtual library</p> <p><a href="#">Copy of Fairytales</a></p>



		basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)	about the same topic and find things that are similar, like characters, experiences, illustrations, or even the way things are described.	<p>n Starters</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Picture walk</li> <li>• Interactive anchor chart</li> <li>• Venn Diagram</li> </ul>		
	ASSESSMENT	<ul style="list-style-type: none"> <li>• Exit Ticket: RL.CT.K.8 - Draw two pictures to show a difference between 2 stories</li> </ul>				
May	Week 3: Memorial Day	L.RF.K.4 Read emergent-reader texts (decodable texts,	1. I can read words in em	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> </ul>		<ul style="list-style-type: none"> <li>• Celebrating Holidays: Memorial Day by Rachel Grack (Get Epic)</li> <li>• American Holidays: Memorial Day by Connor Dayton (Get Epic)</li> </ul>

		<p>including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>RI.CT.K.8</p> <p>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)</p>	<p>emergent-reader texts by using my knowledge of letter sounds and how they come together to make words.</p> <p>2. I can read emergent-reader texts accurately and understand wh</p>	<ul style="list-style-type: none"> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Venn Diagram</li> <li>• Picture Walk</li> </ul>		<ul style="list-style-type: none"> <li>• Memorial Day by Tamra Orr (Get Epic)</li> <li>• Memorial Day by Susan McCune</li> </ul>
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			<p>at I'm rea din g.</p> <p>3. I can co mp are two info rma tion al text s abo ut the sam e topi c and find thin gs the y bot h sha re, peo ple, exp erie nce s, illu stra tion s, pro ced ure s or key fact</p>			
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			s.			
Assessment	Exit ticket: Exit Ticket: RI.CT.K.8 - Draw two pictures to show a difference or similarity between 2 stories					
May	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, experiences, illustrations, descriptions, or procedures)	1. I can compare two stories about the same topic and find things that are similar, like characters, experiences, illustrations, or even the way things are described	<ul style="list-style-type: none"> <li>• Shared Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Emergent and decodable readers</li> <li>• Venn Diagram</li> <li>• Picture Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Bring in the New Year (IRA)</li> <li>• Dim Sum For Everyone (IRA)</li> <li>• Fortune Cookie Fortunes (IRA)</li> <li>• The Ugly Vegetables (IRA)</li> <li>• Kite Flying (IRA)</li> </ul>	<ul style="list-style-type: none"> <li>• Suki's Kimono by Chieri Uegaki  <a href="https://www.youtube.com/watch?v=xrXsFs5KpLQ">https://www.youtube.com/watch?v=xrXsFs5KpLQ</a> </li> <li>• Amy Wu and the Perfect Bao by Kat Zhang  <a href="https://www.youtube.com/watch?v=o2cFf4Vdkgg">https://www.youtube.com/watch?v=o2cFf4Vdkgg</a> </li> </ul>

			ed.			
Assessment	Exit Ticket: RL.CT.K.8 - Draw two pictures to show a difference or similarity between 2 stories					

			1. I			
		RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.		<ul style="list-style-type: none"> <li>• Reading/Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Picture Walk</li> <li>• Interactive anchor chart: show the main point and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie and the Fox (IRA)</li> <li>• Henny Penny (IRA)</li> <li>• Mr. Grumpy's Outing (IRA)</li> <li>• My Friend Rabbit (IRA)</li> <li>• The Enormous Potato (IRA)</li> </ul>	
June	Week 1: Using Patterns: Cumulative Tales	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 compreh				

		ension.	x p l a i r  t h e i r  i c e a s  i r  a  t e x t  2. I  c a r  r e a c  v c r c s  i r  e r		
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				er n g e n t - r e a c e r  t e x t s  b y  u s i n g  r y  k r o v l e c g e  c f  l e t t e r			
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			<p>s c u r c s  a r c  h c v  t h e y  c c r e  t c g e t h e r  t c  r a k e  v c r c s .</p>		
			3. I		



			<p>c a r  r e a c e n e r g e n t - r e a c e r  t e x t s  a c c u r a t e l y  a n d  u n c e</p>		
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			<p>r s t a n d v h a t I ' r r e a d i n g .</p>		
	Assessment	Exit Ticket: RI.AA.K.7 Circle the picture of the main point the author is trying to make in the story			
June	Week 2: Juneteenth	<p>RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>L.RF.K.4. Read emergent-reader texts</p>	<p>1. I</p> <p>c a n f i n d t h e r e a s o n s</p>	<ul style="list-style-type: none"> <li>• Interactive Read Aloud</li> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Picture walk</li> <li>• Interactive anchor chart: show the main</li> </ul>	<ul style="list-style-type: none"> <li>• Juneteenth for Mazie (IRA) <a href="https://www.youtube.com/watch?v=BBL4VuRblj4">https://www.youtube.com/watch?v=BBL4VuRblj4</a></li> <li>• Juneteenth Is by Natasha Triplett</li> <li>• The Story of Juneteenth by Dorena Williamson</li> <li>• Jayylen's Juneteenth Surprise by Lavaille Lavette <a href="https://www.youtube.com/watch?v=2LDUETqdnMU">https://www.youtube.com/watch?v=2LDUETqdnMU</a></li> <li>• Juneteenth by Van G. Garrett <a href="https://www.youtube.com/watch?v=WpbOAFurBks">https://www.youtube.com/watch?v=WpbOAFurBks</a></li> </ul>

		(decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	<p> r a u t h c r g i v e s t c e x p l a i r t h e i r i c e a s i r a t e x t  </p> <p>2. I</p> <p>c</p>	point and supporting details		
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				a r  r e a c  v o r c s  i r  e r e r g e r t - r e a c e r  t e x t s  b y  u s i n g  r y		
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				k r o v l e c g e  c f  l e t t e r  s c u r c s  a r c  h c v  t h e y  c c r e  t c g e t h			
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			<p>e r  t c  r a k e  v c r c s .</p> <p>3. I</p> <p>c a r  r e a c  e r e r g e r t - r e a c e r  t e x t s</p>		
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				a c c u r a t e l y  a n c u r c e r s t a n c v h a t I ' r  r e a c i n g .		
	ASSE SMEN T	<ul style="list-style-type: none"> <li>Exit Ticket: RI.AA.K.7 Circle the picture of the main point the author is trying to make in the story</li> </ul>				
Ju ne	Week 3: Last	RI.AA.K .7. With	1. I	<ul style="list-style-type: none"> <li>Shared Reading/</li> </ul>		<ul style="list-style-type: none"> <li>Last Day Blues by Julie Danneberg</li> </ul>

Week of School	<p>prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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.</p>	<p>Interactive Read Aloud</p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Conversation Starters</li> <li>• Class Discussion</li> <li>• Picture Walk</li> <li>• Interactive anchor chart: show the main point and supporting details</li> </ul>	<p><a href="https://www.youtube.com/watch?v=X41wm0ZDOvQ">https://www.youtube.com/watch?v=X41wm0ZDOvQ</a></p> <ul style="list-style-type: none"> <li>• The Last Day of Kindergarten by Nancy Loewen <a href="https://www.youtube.com/watch?v=O3sV5rEO1VI">https://www.youtube.com/watch?v=O3sV5rEO1VI</a></li> <li>• Miss Bindergarten Celebrates the Last Day of Kindergarten by Joseph Slate <a href="https://www.youtube.com/watch?v=klOMEUo3m6U">https://www.youtube.com/watch?v=klOMEUo3m6U</a></li> <li>• A Letter From Your Teacher on the Last Day of School by Shannon Olsen <a href="https://www.youtube.com/watch?v=ENQe5mCjlcE">https://www.youtube.com/watch?v=ENQe5mCjlcE</a></li> </ul>
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			i c e a s			
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			t e x t			
		2. I				
			c a r			
			r e a c			
			v c r c s			
			i r			
			e r e r g e r t - r e a c			

			<p>e r  t e x t s  b y  u s i n g  r y  k r c v l e c g e  c f  l e t t e r  s c u r c s  a n c</p>		
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			<p>h c v</p> <p>t h e y</p> <p>c c n e</p> <p>t c g e t h e r</p> <p>t c r a k e</p> <p>v c r c s .</p> <p>3. I</p> <p>c a n</p> <p>r e a c t</p> <p>e r</p>		
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				e r g e n t - r e a c e r  t e x t s  a c c u r a t e l y  a n c  u n c e r s t a n c  v h a t I		
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	Assess ment	Exit ticket: RI.AA.K.7 Circle the picture of the main point the author is trying to make in the story				

## 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

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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

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TECH.9.4.2.CI.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

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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.