# **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 illu	strator's pict	ures work	together to tell a story?	
How do the author's	words and the illu	strator's pict	ures help 1	ne understand new informati	on?
How can asking ques	stions help me lear	n and unders	tand thing	s better?	
What details should	I include when I re	etell a story?			
How can I figure out	the main idea of a	an informatio	nal text, a	nd what details should I reme	ember?
How do I know if the	e author is giving	reasons to exp	plain their	point in a story?	
How do the reasons t	the author gives he	elp me unders	stand the in	nformation in a text?	
How do the pictures	and words work to	ogether to hel	p me unde	erstand what I'm reading?	
Contont Loarnin	a Targoto and	Activities			
Month	Weeks	Standards multiple)	(can be	Learning Target (can be multiple standards)	Suggested Student Activity

Ma Week 1: L.KL.K.1.	• Think- Pair	<ul> <li>Read Across America Virtual Library: <u>Copy of READ</u></li> </ul>
----------------------	------------------	--

America  (With prompting and sto support)	Across	E		Share	ACROSS AMERICA 24
With prompting and do to support) creat we Reading/ Interacti ve Read and and add expand complete sciences in shared language acuracy words with one lettersound correspond ences) or ally with sufficient decoding accuracy to support comprehen sion.   Sandara and and and and correspondences to support comprehen sion.   Sandara and and and and and and and and and an	1		1. I can		
and support) creat ve Read ve Read Aloud Aloud and add expand detai complete sent come in shared language activities ence emergent reader extexts (decodable texts (decodable texts, including words with one-to-one letter-sound ences) orally with sufficient decoding accuracy of support comprehen sion.  Interact ve Read Aloud Aloud Decodable-Readers-Six-Short-Vowel-Books-CVC-90740697st-386e3df593faf0dbf 495db5ad910116a  SacomProduct/March-Themed-Decodable-Readers-Six-Short-Vowel-Books-CVC-90740697st-386e3df593faf0dbf 495db5ad910116a  SacomProduct/March-Themed-Packet Pocodable-Readers-Six-Short-Vowel-Books-CVC-90740697st-386e3df593faf0dbf 495db5ad910116a  SacomProduct/March-Themed-Packet Pocodable-Readers-Six-Short-Vowel-Books-CVC-90740697st-386e3df593faf0dbf 495db5ad910116a  SacomProduct/March-Themed-Packet Pocodable-Readers-Six-Short-Vowel-Books-CVC-90740697st-386e3df593faf0dbf 495db5ad910116a  SacomProduct/March-Themed-Packet Pocodable-Readers-Six-Short-Vowel-Books-CVC-90740697st-386e3df593faf0dbf 495db5ad910116a			use	• Shared	Decodable Readers:
and support) creat ve Read ve Read Aloud and add add expand detai complete complete language activities ence emergent-reader exts, including words with one-to-one letter-sound ences) orally with sufficient decoding accuracy to support comprehen sion.  Interactive Read ve Read Aloud Aloud add add expand add expand detai ation Starters station Starters station Starters Sunding Plete ation Starters Sunding Reading read to Starte		prompting	wor	Reading/	https://www.teacherspayteacher
support) creat e Produce and and add expand detai complete sentences in shared language activities  L.R.F.K.4  Read emergent-reader emergent-reader (decodable texts texts, with including words with one-to-onc letter-sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  Support) e cext e dead Aloud Aloud Aloud and and ans wering questions about			ds to		
Produce and add expand complete 1 to Starters sentences com in shared language sent activities ence s come read emergent-reader texts (decodable texts, including words with one-to-one letter-sound ences) orally with sufficient decoding accuracy to support comprehen sion.  Produce and add expand (detai language)  Convers ation of Class Discussi ation Starters  Class Discussi ation Starters  Paddy Reading read  Emergen treader read emergent-reader texts (decodable texts, with including words with one-to-one letter-sound ences) orally with sufficient decoding accuracy decomprehen sion.  Produce and Convers ation of Class Discussi ation Starters  Paddy Reading read  Emergen treader Texts  Pecodab le Texts  Shared sentence building		support)	creat	ve Read	
e Produce and add add expand detai complete sentences com in shared language activities ence ence decoding words with one to-one letter-sound correspond c			e		
and expand dctai starters sentences in shared language activities ence ence activities ence ence ence feet language activities ence ence ence ence ence ence ence en		<ul><li>Produce</li></ul>	and		
expand complete sentences com in shared language activities ence sentences com in shared language activities ence sentence senten		and	add	• Convers	
sentences in shared language sent activities ence s  L.RF.K.4  Read Read emer ader texts (decodable texts, including words with one-to-one letter-sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  Sentences in shared plete one plete one plete on sentence in sentence building to compare the sentence building to compare the sentence on the sufficient on decoding accuracy to support comprehen sion.  Sentences Discussi on sentence treats the suddy Reading read to the Reading read to the Reader Texts to the texts texts, with accuracy with one-to-one demonstrated to the suddy Reading reader to the Reader Texts to the texts texts the texts texts with accuracy with one-to-one demonstrated to the suddy Reading reader to the Reader Texts to the texts texts texts to the texts text		expand	detai	ation	
in shared language sent activities ence s  L.RF.K.4  Read emer gent emergent-reader texts (decodable texts, including with one-to-one letter-sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.    Interval		complete	1 to	Starters	
language activities  sent on  Buddy Reading Read emergent- reader texts (dccodable texts, including words with one- to-one letter- sound correspond eneces) orally with sufficient decoding accuracy to support comprehen sion.  language sent on  Buddy Reading  Emergen t Reade  Decodab le Texts  Shared sentence building  words with one- dem letter- sound correspond eneces) orally with sufficient decoding accuracy to support comprehen sion.		sentences	com		
language activities  s  L.RF.K.4  Read emer Read emer(gent-reader texts) (decodable texts, including words with one-to-one letter-sound ences) orally with sufficient decoding accuracy to support comprehen sion.  language activities  s  Buddy Reading  Emergen t Reade  • Decodable le Texts  • Shared sentence building  • Shared sentence building  • Shared sentence building  sentence on str onstr		in shared	plete	• Class	
L.RF.K.4  Cad emer Read emergent reader texts texts (decodable texts, including words with one- to-one letter- sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  Shared emergent t Reader Texts Texts  • Decodab le Texts • Shared sentence building		language	- 1	Discussi	
L.RF.K.4  Read emergent-reader texts (decodable texts, including words with one- to-one letter- sound correspond correspo		activities	ence	on	
L.RF.K.4  Read emergent-reader texts (decodable texts, including words with one- to-one letter- sound correspond correspo			s		
L.R.F.K.4 read emer Read emergent-reader texts er (decodable texts, including words with one-letter-sound ences) orally with sufficient decoding accuracy to support comprehen sion.  L.R.F.K.4 emed emer to Emergen to Reader Texts  Texts  Decodab (le Texts)  Decodab (le Texts)  Shared sentence building  Shared sentence building  Decodab (le Texts)  Shared sentence building				• Buddy	
Read emer gent emergent reader texts (decodable texts, with including words with one-to-one letter-sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  Read emer gent t Reader Texts  Decodab le Texts  Shared sentence building			2. I can	Reading	
Read emergent- reader texts (decodable texts, with including words with one- to-one dem letter- sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  Reader Texts		L.RF.K.4	read		
emergent- reader texts (decodable texts, including words with one- to-one letter- sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  emergent- read read read read texts er Obecodab le Texts  • Shared sentence building  • Shared sentence building  on tensi on		D 1	emer		
reader texts (decodable texts (decodable texts, with including words with one-to-one dem letter-sound ences) orally with sufficient decoding accuracy to support comprehen sion.    Posts   Po			gent	t Reader	
texts (decodable texts, including words with one- to-one letter- sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  Texts   • Decodab le Texts  • Shared sentence building  • Shared sentence building  on dem letter- sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.			-	Texts	
(decodable texts, with including words racy with one-to-one dem letter-sound ences) orally with sufficient decoding accuracy to support comprehen sion.  (decodable texts with including accu words racy with one-to-one dem letter-sound ences) preh orally with ensi sufficient decoding accuracy disc to support comprehen sion.  (decodable texts le Texts  (accuracy with sentence building to			read		
texts, including words words with one- to-one dem letter- sound correspond ences) preh orally with sufficient decoding accuracy to support comprehen sion.  **Shared sentence building  **Oshared sentence building  **Osha			er		
including words words with one- to-one dem letter- sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  including accu sentence building  com ences building  com ences building  to building  to on decoding accuracy disc to support comprehen sion.  key detai ls and ans weri ng ques tions abou		1,	texts	le Texts	
words with one- with one- to-one letter- sound ences) orally with sufficient decoding accuracy to support comprehen sion.  key detai ls and ans weri ng ques tions abou		1 '	with		
with one- to-one dem letter- sound ate correspond ences) orally with ensi sufficient decoding by accuracy disc to support comprehen sion.  key detai ls and ans weri ng ques tions abou			accu		
to-one letter-sound correspond ences) preh orally with sufficient decoding accuracy to support comprehen sion.  to-one dem letter-sound constr sate compension.  to-one dem letter-sound constr sate compension preh ensi sufficient on decoding accuracy disc to support comprehen ng sion.  key detai ls and ans weri ng ques tions abou			racy		
letter- sound ate correspond com ences) preh orally with ensi sufficient decoding accuracy disc to support comprehen sion.  key detai ls and ans weri ng ques tions abou			and	building	
sound correspond ences) orally with sufficient decoding accuracy to support comprehen sion.  key detai ls and ans weri ng ques tions abou			dem		
correspond ences) preh orally with sufficient decoding accuracy to support comprehen sion.  key detai ls and ans weri ng ques tions abou			onstr		
ences) orally with sufficient decoding accuracy to support comprehen sion.  by disc ussi ng key detai ls and ans weri ng ques tions abou		1			
orally with sufficient decoding accuracy to support comprehen sion.  key detai ls and ans weri ng ques tions abou		- 1	com		
sufficient decoding by accuracy disc to support comprehen sion.  sion.  sufficient decoding by disc to support ussi ng key detai ls and ans weri ng ques tions abou			preh		
decoding accuracy to support comprehen sion.  by disc to support comprehen sion.  key detai ls and ans weri ng ques tions abou			ensi		
accuracy to support ussi comprehen sion.  key detai ls and ans weri ng ques tions abou			on		
to support comprehen sion.  key detai ls and ans weri ng ques tions abou		- 1	by		
comprehen sion.  key detai ls and ans weri ng ques tions abou			disc		
sion.  key detai ls and ans weri ng ques tions abou			ussi		
detai ls and ans weri ng ques tions abou			ng		
ls and ans weri ng ques tions abou		sion.			
and ans weri ng ques tions abou			detai		
ans weri ng ques tions abou			ls		
weri ng ques tions abou			and		
ng ques tions abou			ans		
ques tions abou			weri		
ques tions abou			ng		
tions abou					
t the			abou		
· · · · · · · · · · · · · · · · · · ·			t the		

	1 1	1	-		1
		text.			
		2 1			
		3. I can			
		read			
		simp			
		le			
		wor			
		ds .			
		and			
		sent			
		ence			
		s out			
		loud			
		and			
		unde			
		rstan			
		d			
		what			
		they			
		mea			
		n			
MENT	it. EX: The L.VI.K.3.	1. I can	• Think-	• The	
	D	act	Pair	Een	
		out	Share	sy-	
	(With	verb			
	1			We	
	guidance	s to	• Shared	We ens	
	and	s to sho	• Shared Reading/	ens y	
	1-	sho w	Reading/ Interacti	ens	
	and	sho w their	Reading/ Interacti ve Read	ens y Spi der	
	and support)	sho w their diffe	Reading/ Interacti	ens y Spi der (IR	
	and support)  • Distinguis	sho w their diffe renc	Reading/ Interacti ve Read Aloud	ens y Spi der	
	and support)  • Distinguis h shades	sho w their diffe	Reading/ Interacti ve Read Aloud	ens y Spi der (IR A)	
Week 2:	and support)  • Distinguis h shades of	sho w their diffe renc e	Reading/ Interacti ve Read Aloud • Convers ation	ens y Spi der (IR A)	
Nursery	and support)  Distinguis h shades of meaning	sho w their diffe renc e	Reading/ Interacti ve Read Aloud	ens y Spi der (IR A)	Framing Your Thoughts: Predicate
1	and support)  • Distinguis h shades of meaning among	sho w their diffe renc e  2. I can expl	Reading/ Interacti ve Read Aloud • Convers ation Starters	ens y Spi der (IR A) • Baa Baa Bla	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs	sho w their diffe renc e  2. I can expl ain	Reading/ Interacti ve Read Aloud • Convers ation Starters • Class	ens y Spi der (IR A) • Baa Baa Bla ck	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing	sho w their diffe renc e  2. I can expl ain how	Reading/ Interacti ve Read Aloud • Convers ation Starters • Class Discussi	ens y Spi der (IR A)  Baa Baa Bla ck She	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing the same	sho w their diffe renc e  2. I can expl ain how diffe	Reading/ Interacti ve Read Aloud • Convers ation Starters • Class	ens y Spi der (IR A)  • Baa Baa Bla ck She ep	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing the same general	sho w their diffe renc e  2. I can expl ain how diffe rent	Reading/ Interacti ve Read Aloud  • Convers ation Starters  • Class Discussi on	ens y Spi der (IR A)  • Baa Baa Bla ck She ep (IR	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing the same general action	sho w their diffe renc e  2. I can expl ain how diffe rent verb	Reading/ Interacti ve Read Aloud  Convers ation Starters  Class Discussi on  Interacti	ens y Spi der (IR A)  • Baa Baa Bla ck She ep	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing the same general action (e.g.,	sho w their diffe renc e  2. I can expl ain how diffe rent verb s can	Reading/Interactive Read Aloud  Convers ation Starters  Class Discussion  Interactive	ens y Spi der (IR A)  Baa Baa Bla ck She ep (IR A)	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing the same general action (e.g., walk,	sho w their diffe renc e  2. I can expl ain how diffe rent verb s can chan	Reading/ Interacti ve Read Aloud  Convers ation Starters  Class Discussi on  Interacti ve Anchor	ens y Spi der (IR A)  Baa Baa Bla ck She ep (IR A)  I'm	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing the same general action (e.g., walk, march,	sho w their diffe renc e  2. I can expl ain how diffe rent verb s can chan ge a	Reading/Interactive Read Aloud  Convers ation Starters  Class Discussion  Interactive Anchor Chart on	ens y Spi der (IR A)  Baa Baa Bla ck She ep (IR A)  I'm A	Framing Your Thoughts: Predicate
Nursery	and support)  • Distinguis h shades of meaning among verbs describing the same general action (e.g., walk, march, strut,	sho w their diffe renc e  2. I can expl ain how diffe rent verb s can chan ge a sent	Reading/Interactive Read Aloud  Convers ation Starters  Class Discussion  Interactive Anchor Chart on different	ens y Spi der (IR A)  • Baa Baa Bla ck She ep (IR A)  • I'm A Litt	Framing Your Thoughts: Predicate
Nursery	and support)  Distinguis h shades of meaning among verbs describing the same general action (e.g., walk, march,	sho w their diffe renc e  2. I can expl ain how diffe rent verb s can chan ge a	Reading/Interactive Read Aloud  Convers ation Starters  Class Discussion  Interactive Anchor Chart on	ens y Spi der (IR A)  Baa Baa Bla ck She ep (IR A)  I'm A	Framing Your Thoughts: Predicate

	1	Т		Т	
	the	у	verbs	pot	
	meanings			(IR	
		3. I can	• Interacti	A)	
		liste	ve		
		n to	anchor	• It's	
	SL.ES.K.3	a	chart	Rai	
		story	(What is	nin	
	Ask and	and	a verb)	g,	
	answer	ask	,	It's	
	questions	ques		Pou	
	in order to	tions		ring	
	seek help,	abou		(IR	
	get	t the		A)	
	informatio	imp		<i>'</i>	
	n, or	orta		• Thi	
	clarify	nt		s Is	
	something	detai		the	
	that is not	ls.		Но	
	understood			use	
	.	4. I can		Tha	
		ans		t	
		wer		Jac	
		ques		k	
		tions		Bui	
		to		1t	
		sho		(IR	
		w		A)	
		what		1-1)	
		I		• The	
		unde		Old	
		rstan		Lad	
		d.		y	
				Wh	
				0	
				Sw	
				allo	
				wed	
				a	
				Fly	
				(SR	
				(514)	
				,	
				• Mis	
				S	
				Mar	
				y	
				Ma	
				ck	
				(SR	
				(21)	
				,	
<u> </u>					

nt	EX: picture of select the con		1 8	$\mathcal{E}$	1 3 1
		1. I can		• The	
		expl		Gin	
		ain		ger	
		how		bre	
	RL.MF.K.	the		ad	
	6	pictu		Boy	
		res		(IR	
	(With	in a		A)	
	prompting	story		11)	
	and	help		• The	
	support)	tell		Elv	
	Describe	the		es	
	the	story		and	
	relationshi	, like		The	
	p between	sho		Sho	
	illustration	wing	• Think-	ema	
	s and the	what	Pair	ker	
	story in	's	Share	(IR	
	which they	happ	Share	A)	
	appear	enin	• Shared	11)	
	(e.g., what	g at	Reading/	• The	
	moment in	a	Interacti	Ma	
	a story an	certa	ve Read	gic	
Week 3:	illustration	in	Aloud	Fis	• How to Catch a Leprechaun
Folktales	depicts)	poin	THOUG	h	Patrick's Day March 17)
		t.	• Convers	(IR	
		.	ation	A)	
		2. I can	Starters	11)	
	SL.ES.K.3	liste		• Sto	
	Ask and	n to	• Class	ne	
	answer	a	Discussi	Sou	
	questions	story	on	р	
	in order to	and		(IR	
	seek help,	ask		A)	
	get get	ques		´	
	informatio	tions		• The	
	n, or	abou		Sle	
	clarify	t the		epi	
	something	imp		ng	
	that is not	orta		Gia	
	understood	nt		nt	
		detai		(SR	
		ls.		)	
		3. I can		• The	
		ans		Big	
		wer		Rac	
	1	ques		e	

ASSESS MENT	RI.MF.K.6	1. I can expl ain	F.K.6 - Draw a re help tell the	our favorite illustration from the story
Week 4: Women's History Month	prompting and support, describe the relationshi p between illustration s and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  SL.ES.K.3  Ask and answer questions in order to seek help, get informatio	how the pictures in a text illust rate what a pers on is doin g, a place the auth or is describin g, or what is happenin g  2. I can liste n to a	<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>Women's History Month Articles:         https://kids.nationalgeographiom/history/topic/women-hero     </li> <li>Get Epic (Epic has plenty of nonfiction books)</li> <li>Women's History Month Virtual Library: Copy of Women in History - Virtual Library</li> </ul>

	understood	tions		
	.	abou		
		t the		
		imp		
		orta		
		nt		
		detai		
		ls.		
		3. I can		
		ans		
		wer		
		ques		
		tions		
		to		
		sho		
		W		
		what		
		I		
		unde		
		rstan		
		d.		
ASSESS MENT			1F.K.6 - Show st nts write what the	ture of a person, place, or thing from t

	L.VL.K.2.B.	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 <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> =6wgBarZ5ytE
Week 1: Abilities Apr Awareness il Month:	Use the most frequently occurring affixes (e.g., -ed, -s, -ing)	mon prefix es and suffix es	<ul><li>Think-Pair-Share</li><li>Conversation Starters</li></ul>	Noah Chases the Wind by Michelle Worthington <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> =KVtmova3mwI
Autism Awareness	as a clue to the meaning of an unknown word.	(like - ed, -s, -ing) to	<ul><li>Class     Discussion</li><li>Interactive</li></ul>	<ul> <li>Uniquely Wired: A Story About Autism and its Gifts by Julia Cook <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="mailto:=sMf-8rnBbgA">=sMf-8rnBbgA</a></li> </ul>
		figure out the mean	anchor chart: Prefixes	Pedro's Whale by Paula Kluth and Patrick Schwartz <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

ASSESSM ENT	• Exit T	1. I can	and suffixes  • Prefix and suffix worksheets  .2.B. Identify the pre	=OUeObgDJ9CI  efix or suffix in a word
Climate Change	RI.CI.K.2  With prompting and support, identify the main topic and key details of an informationa 1 text (e.g., who, what, where, when, why, how) .	identi fy the main idea of an infor matio n text, like what the whol e thing is about .  2. I can find the impor tant infor matio n that helps expla in the main idea of the text.	<ul> <li>Shared Reading/Int eractive 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> <li>Climate Change by Rebecca Hunte (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 no an informational text, but could be a good opener to the topic to ease students into the topic)</li> </ul>
ASSESSM ENT			.2 - circle the picture at support the main t	e of the main topic of the story. Circle two topic
Week 3: Fairytales	RL.CI.K.2	1. I can identi	• Shared Reading/Int	The Three Little Pigs: Go to the slide in

I	With	£. 41.	eractive	the vietual library
	1	fy the	Read Aloud	the virtual library
	prompting	centr	Read Aloud	Copy of Fairytales
	and support,	al	• Think-Pair-	Copy of Fairytaics
	identify the	mess		
	central	age a	Share	
	message and	famili		
	retell	ar	• Conversatio	
	familiar	story	n Starters	
	literary texts,	is		
	including	trying	• Fairytale	
	key details	to	Worksheets	
	(e.g., who,	teach	(sequencing)	
	what, where,	us.	events,	
	when, why,		Setting,	
	how)	2. I can	Characters,	
		retell	etc)	
		the	, , , , , , , , , , , , , , , , , , ,	
		key		
		event		
		s of a		
		famili		
		ar		
		story,		
		reme		
		mberi		
		ng		
		who,		
		what,		
		wher		
		e,		
		when,		
		why,		
		and		
		how		
		thing		
		s		
		happe		
		ned		
ACCECCIA	• Exit ti	cket: RL.CI.K	.2 Circle the picture	of who the story was about where the sto
ASSESSM			pened in the story	,
ENT		, <b></b>	1	
	L.RF.K.4	1. I	• Shared	
		can	Reading/Int	
	Read	read	eractive	
	emergent-	word	Read Aloud	Little Red Riding Hood: Go to the slide
Week 4:	reader texts	s in	Keau Aloud	the virtual library
Fairytales	(decodable		• Think-Pair-	
	1,	emer		Copy of Fairytales
	texts,	gent-	Share	
	including	reade		
	words with	r	<ul> <li>Conversatio</li> </ul>	

one-to-one	texts	n Starters	
letter-sound	by		
corresponde	using	• Class	
nces) orally	my	Discussion	
with	know	Discussion	
sufficient		• Fairytale	
	ledge	Worksheets	
decoding	of	(sequencing	
accuracy to	letter		
support	sound	events,	
comprehensi	s and	Setting,	
on.	how	Characters,	
	they	etc)	
	come		
	toget	• Decodable	
	her to	Books	
	make		
RL.CI.K.2	word		
	S.		
With			
prompting	2. I can		
and support,	read		
identify the	emer		
central	gent-		
message and	reade		
retell			
familiar	r		
literary texts,	texts		
including	accui		
key details	ately		
(e.g., who,	and		
	under		
what, where,	stand		
when, why,	what		
how)	I'm		
	readi		
	ng.		
	8		
	3. I can		
	identi		
	fy the		
	centr		
	al		
	mess		
	age a		
	famili		
	ar		
	story		
	is		
	trying		
	to		
	teach		
	us.		

	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	
	• Evit tiplest, DL CLV 2 Civals the mist.	
ASSESSM ENT	took place, what happened in the story	are of who the story was about where the st

	RL.CT.K.	1. I can co	• Reading/Inte ractive Read Aloud		
	With prompting and	mp are two	• Think-Pair- Share		
	support, identify basic	stor ies abo	• Conversatio n Starters	Goldilocks and The Three Bea	ars:
Week 1: Fairytales	similarities in and differences	the	• Class Discussion	Go to the slide in the virtual li <u>Copy of Fairytales</u>	brary
	between two	e topi	• Picture Walk		
	literary texts on the same	c and find	• Venn Diagram		
	topic (e.g., characters, experience	thin gs that	• Interactive anchor chart		

		s,	are			
		illustration	sim			
		s,	ilar,			
		description	like			
		s, or	cha			
		procedures	ract			
		5	ers,			
		ĺ	exp			
			erie			
			nce			
			s,			
			illu			
			stra			
			tion			
			s,			
			or			
			eve			
			n			
			the			
			wa			
			У			
			thin			
			gs			
			are			
			des			
			crib			
			ed.			
	Assessme nt	Exit Ticket	RL.CT.K.8	3 - Draw two pictures	to show a diff	ference between 2 stories
		RL.CT.K.	1. I	• Interactive		
		8	can	Read Aloud		
			co	Read Aloud		
		With	mp	• Think-Pair-		
		prompting	are	Share		
		and	two	Share		
		support,	stor	<ul> <li>Conversatio</li> </ul>		
		identify	ies	n Starters		The Three Billy Goats Gruff: Go to
		basic	abo	ii Stattets		the slide in the virtual library
М	Week 2:	similarities	ut	• Class		
	Fairytales	1	the	Discussion		Copy of Fairytales
"		differences	sam	Discussion		<u> </u>
		between	e	• Picture walk		
		two	topi	- 1 loture wark		
		literary	с	<ul> <li>Interactive</li> </ul>		
		texts on	and	anchor chart		
		the same	find	anonoi chalt		
		topic (e.g.,	thin	• Venn		
		characters,		Diagram		
			gs	Diagram		
		experience	that			

						1
	ASSESS	s, illustration s, description s, or procedures )	are sim ilar, like cha ract ers, exp erie nce s, illu stra tion s, or eve n the way thin gs are des crib ed.	CT K & Draw two	pioturos to sha	w a difference between 2 stories
	MENT					
May	Week 3: Memorial Day	L.RF.K.4  Read emergent- reader texts (decodable texts, including words with one- to-one letter- sound correspond ences) orally with sufficient decoding accuracy	1. I can rea d wor ds in em erg ent- rea der text s by usi ng my kno wle dge	<ul> <li>Shared         Reading/Inte         ractive Read         Aloud</li> <li>Think-Pair-         Share</li> <li>Conversatio         n Starters</li> <li>Class         Discussion</li> <li>Venn         Diagram</li> <li>Picture Walk</li> </ul>		<ul> <li>Celebrating Holidays:         Memorial Day by Rachel         Grack (Get Epic)</li> <li>American Holidays:         Memorial Day by Connor         Dayton (Get Epic)</li> <li>Memorial Day by Tamra         Orr (Get Epic)</li> <li>Memorial Day by Susan         McCune</li> </ul>

to suppo	rt of		
compreh	en lett		
sion.	er		
	sou		
	nds		
	and		
RI.CT.K	.8 ho		
	w		
With	the		
promptin	10c		
and	] ]		
support,	со		
identify	me		
basic	tog		
similarit	eth eth		
in and			
difference	to to		
between	IIIa		
two	KC		
informat	wor		
nal texts			
on the	2. I		
same top	onc can		
(e.g.,	rea		
character			
experien	ce em		
S,	erg		
illustration	on ent-		
S,	rea		
descripti	on der		
s, or	text		
procedur	res s		
	acc		
	urat		
	ely		
	and		
	und		
	erst		
	and		
	wh		
	at I'm		
	I'm		
	rea		
	din		
	g.		
	2 1		
	3. I		
	can		
	co		
	mp		
	are		
	two		

			info			
			rma			
			tion			
			al			
			text			
			s			
			abo			
			ut			
			the			
			sam			
			e saiii			
			topi			
			c c			
			and			
			find			
			thin			
			gs			
			the			
			у			
			bot			
			h			
			sha			
			re,			
			peo			
			ple,			
			exp			
			erie			
			nce			
			s,			
			illu			
			stra			
			tion			
			s,			
			pro			
			ced			
			ure			
			s or			
			key			
			fact			
			S.			
			3.			
	Assessme	Exit ticket:	Exit Ticket:	RI.CT.K.8 - Draw ty	wo pictures to	show a difference or similarity
	nt	between 2 s				
	Week 4:	RL.CT.K.	1. I	• Shared	Bring	<ul> <li>Suki's Kimono by Chieri</li> </ul>
	Asian	8	can	Reading/Inte	ing in	Uegaki
			co	ractive Read	the	https://www.youtube.com/w
M	American	With	mp	Aloud	New	atch?v=xrXsFs5KpLQ
	and	prompting	are		Year	
	Pacific	and	two	Think-Pair-	(IRA)	<ul> <li>Amy Wu and the Perfect</li> </ul>
	Islander	support,	stor	Share	(114.1)	Bao by Kat Zhang
		identify	ies			https://www.youtube.com/w
	ı	J	100			

	asic	abo	Conversatio	• Dim	atch?v=o2cFf4Vdkgg
si	imilarities	ut	n Starters	Sum	
ir	n and	the		For	
d	ifferences	sam	• Class	Every	
	etween	e	Discussion	one	
tv	wo	topi		(IRA)	
	terary	c	• Emergent		
te	exts on	and	and	• Fortu	
th	ne same	find	decodable	ne	
to	opic (e.g.,	thin	readers	Cooki	
cl	haracters,	gs		e	
e	xperience	that	• Venn	Fortu	
s,	,	are	Diagram	nes	
il	lustration	sim		(IRA)	
s,	,	ilar,	<ul> <li>Picture Walk</li> </ul>		
	escription	like		• The	
	, or	cha		Ugly	
	rocedures	ract		Veget	
		ers,		ables	
		exp		(IRA)	
		erie			
		nce		• Kite	
		s,		Flyin	
		illu		g	
		stra		(IRA)	
		tion			
		s,			
		or			
		eve			
		n			
		the			
		wa			
		y			
		thin			
		gs			
		are			
		des			
		crib			
		ed.			
Assessme E	xit Ticket:	RL.CT.K.8 -	Draw two pictures	to show a diffe	rence or similarity between 2
	tories		•		-

	Week 1:		1. I	• Reading/	<ul> <li>Hattie and the Fox</li> </ul>	
I.	Using			Interactiv	(IRA)	
n	Patterns	RI.AA.K	c	e Read		
"	~ :	.7. With	а	Aloud	• Henny Penny (IRA)	
	Cumula	promptin	r			

tive	g and	I	• Think-	Mr. Grumpy's Outing	
Tales	support,	f	Pair-		
lates		i		(IRA)	
	identify the		Share	My Friand Dahhit	
		n	• Conversa	My Friend Rabbit  (ID A)	
	reasons	q	I	(IRA)	
	an	4	tion Starters	• The Enormous Potato	
	author	լ 1	Starters	(IRA)	
	gives to	I	• Class	(IKA)	
	support	e	Discussi		
	points in		on		
	a text.	r	OII		
		e	• Picture		
		a	Walk		
	L.RF.K.	S	vv anx		
	4. Read	g	• Interactiv		
	emergen	n	e anchor		
	t-reader	S	chart:		
	texts	a	show the		
	(decodab		main		
	le texts,	n	point and		
	includin		supportin		
	g words	a u	g details		
	with	t	gurum		
	one-to-	h			
	one				
	letter-	c r			
	sound	1			
	correspo	d			
	ndences)	g i			
	orally	1			
	with	ě			
	sufficien	9			
	t				
	decoding	t			
	accuracy	d			
	to	J			
	support	e			
	compreh	X			
	ension.	r			
		1			
		a			
		i			
		r			
		t			
		H			
		e			
		i			
		r			

$\overline{}$	 	.1	1	1
		i		
		d		
		e		
		a		
		S		
		i		
		n		
		a		
		t		
		e		
		X		
		<u> </u>		
		·		
		2 1		
		2. I		
		c		
		a		
		n		
		1.		
		r		
		e		
		a		
		٩		
		V		
		d		
		r		
		d		
		S		
		i		
		n		
		e		
		]		
		n		
		e		
		r		
		g		
		e		
		n		
		t		
		-		
		r		
		e		
		a		
		<b>9</b>		
		9		
		e		
	 	r		
			-	

	t	
	e	
	X	
	t	
	S	
	У	
	ป	
	S	
	i	
	<sub>17</sub>	
	l u	
	<u> </u>	
	n	
	У	
	]	
	k	
	r	
	q	
	V	
	1	
	1	
	e	
	l d	
	g e	
	e	
	q	
	l f	
	1	
	I	
	l e	
	•	
	ا	
	t	
	e	
	l t	
	S	
	d	
	ป	
	]	
	n	
	l d	
	S	
	3	
	a	
	<u>n</u>	
	d	
	1	
	<u>H</u>	

	d	
	v	
	t h	
	e	
	У	
	c	
	d	
	r	
	e	
	t	
	c	
	g	
	e t	
	h	
	e	
	r	
	t	
	c	
	r	
	а	
	k	
	e	
	v	
	c	
	r d	
	s	
	3. I	
	c	
	a r	
	r	
	a	
	d	
	e n	
	e	

r	
g	
r	
t -	
r e	
a	
e	
r	
t e	
x t	
S	
a	
c c	
u r	
а	
t e	
l y	
a	
r	
u n	
c e	
r	
t	
a r	
d	
v h	
a	
'	

	Assess	Exit Tick story	r e a c i i r g	K.7 Circle the p	icture of the main point the au	thor is trying to make in the
Ju	Himetee	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 emergen t-reader texts (decodab le texts, includin g words with one-to-one letter-sound correspondences) orally with	ar fi rc the reassons ar author	<ul> <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 point and supporting details</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 <a href="https://www.youtube.com/watch?v=2LDUET">https://www.youtube.com/watch?v=2LDUET</a> qdnMU</li> <li>Juneteenth by Van G. Garrett <a href="https://www.youtube.com/watch?v=WpbOAf">https://www.youtube.com/watch?v=WpbOAf</a> urBks</li> </ul>

	sufficien		
	sufficien <sub>t</sub>	S	
	t decoding accuracy	t	
	accuracy	d	
	to		
	support	e	
	support compreh ension.	X	
	ension.	r t	
		a	
		i	
		r	
		t	
		l l	
		e	
		i	
		r	
		i i	
		d	
		e	
		a	
		S	
		i	
		r r	
		a	
		ا	
		t	
		e	
		X	
		t	
		2. I	
		c	
		a	
		r	
		r	
		e	
		a	
		7	
		r	
		d	
		$\begin{bmatrix} & & \\ & & \end{bmatrix}$	
1			

_			
		i	
		l n	
		1	
		e	
		l n	
		e	
		r	
		<u> </u>	
		e	
		r	
		1	
		'	
		-	
		r	
		e	
		a	
		]	
		4	
		e	
		r	
		٩	
		X	
		t	
		s	
		]	
		1	
		l G	
		У	
		υ	
		1	
		r	
		g	
		]	
		r	
		I I	
		У	
		k	
		l n	
		l y	
		I	
		l e	
		l d	
		4	
		e e	
		l d	
		l f	
		1	
<u></u>	<u></u>	<u> </u>	

<u> </u>	

	r		
	1		
	q		
	s		
	•		
	3. I		
	l d		
	a		
	l r		
	r		
	e		
	a		
	d		
	]		
	e		
	r		
	e		
	r		
	g		
	g e		
	1 9		
	l r		
	t		
	١		
	-		
	r		
	1		
	l e		
	a		
	C		
	l e		
	r		
	<sub>t</sub>		
	"		
	e		
	x		
	τ		
	l s		
	a		
	۱ ۹		
	q		
	1		
	1 1		
	r		
	l a		
	]		
	լ կ		
	l e		
	1		
	I		
	1		
	a		
	1		
	4	1	

I		1			
		t n c e r s t a r c v h a t I r e a c i r g .			
ASSES SMEN T			RI.AA.K.7 Cire	cle the picture of the main poir	nt the author is trying to make
Last Week	support, identify the reasons an author gives to support points in	1. I c a r f i r c t h e	tion Starters • Class		<ul> <li>Last Day Blues by Julie Danneberg <a href="https://www.youtube.c">https://www.youtube.c</a>     om/watch?v=X41wm0     ZDOvQ</li> <li>The Last Day of     Kindergarten by Nancy     Loewen     <a href="https://www.youtube.c">https://www.youtube.c</a>     om/watch?v=O3sV5rE     O1VI</li> <li>Miss Bindergarten     Celebrates the Last</li> </ul>
	Week 3: Last Week of School	SMEN T  RI.AA.K .7. With promptin g and support, identify the reasons an author gives to support	RI.AA.K .7. With promptin g and support, identify the reasons an author gives to support points in  in the story  1. I c a a a support, r t t t t t t t t t t t t t t t t t	SMEN T in the story  RI.AA.K	SMEN T  RI.AA.K .7. With promptin g and support, identify the reasons an author gives to support points in a text.  RI.AA.K .7. With promptin g and support, identify the reasons an author gives to support points in a text.  Pair- Share  Conversa tion Starters  Class

	r	on	Day of Kindergarten
L.RF.K.	e		by Joseph Slate
4. Read	a	• Picture	https://www.youtube.c
emergen	9	Walk	om/watch?v=klOMEU
t-reader	3	.,	o3m6U
texts	q	• Interactiv	
(decodab	n	e anchor	A Latter From Vers
1.	S		• A Letter From Your
le texts,		chart:	Teacher on the Last
includin	а	show the	Day of School by
g words	r	main	Shannon Olsen
with		point and	https://www.youtube.c
one-to-	а	supportin	om/watch?v=ENQe5n
one	υ	g details	<u>CjlcE</u>
letter-	t		
sound	1		
correspo	d		
ndences)	r		
orally	1		
with			
sufficien	g ;		
t	1		
1- 1	Y		
decoding	e		
accuracy	S		
to			
support	t		
compreh	d		
ension.			
	e		
	Х		
	r		
	1		
	а		
	i		
	1		
	1		
	<b>+</b>		
	ւլ 1.		
	r		
	e		
	1		
	r		
	i		
	þ		
	e		
	a		
	s		
	i		
	r		
	1		
	я		
	q		

2. 1 2. 1 2. 1 4			
		<sub>t</sub>	
		١	
		e	
		1	
		t	
		2 1	
а п п е а о о п о о о о о о о о о о о о о о о о		2. 1	
а п п е а о о п о о о о о о о о о о о о о о о о			
а п п е а о о п о о о о о о о о о о о о о о о о			
		q	
		9	
г е а с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с с с г с с г с с г с с г с с г с с г с с г с с г с с г с с г с с г		١	
e a a c c v v c c r c c s s i r c c s s i r c c s c r c c c r c c c s c r c c c r c c c c		1 <u> </u>	
e a a c c v v c c r c c s s i r c c s s i r c c s c r c c c r c c c s c r c c c r c c c c			
e a a c c v v c c r c c s s i r c c s s i r c c s c r c c c r c c c s c r c c c r c c c c			
		r	
		e	
C			
		a	
		l d	
		J 7	
		<b>d</b>	
		]	
		q	
		l r	
e r e r g		1	
e r e r g		q	
e r e r g		s	
e r e r g		٦	
e r e r g			
e r e r g		l il	
e r e r g			
r e r g		l n	
r e r g			
r e r g			
g g		١ ٩	
g g		l tl	
g g			
g		9	
g		l r	
t t c x t t s s			
T t t c a c c c c c c c c c c c c c c c c		l e	
t t e a a c e r t e s s t s s		r	
t e a c e r t e e x t t s s t s t s		<del>"</del>	
- r e a a c c e r r t e e x x t t s s		t	
r e a a c c c c c c c c c c c c c c c c c		_	
t e x x t s t s y		]	
e a c c e r t e x x t t s t t s		r	
t e x t s s		۱ ٦	
t e x t s s t y u		a	
t e x t s t s		l d	
t t e x t t s t t y t t y t t t t t t t t t t t		J 7	
t c x t s		e	
t e y t s s t y u		1	
t e x t s t s y u		1	
t e x t s b t s t y t			
t s t y		t	
t s t y v			
t s t y v		e	
t s t		x	
t s t y u			
t y u		t	
t y u		l d	
t y u			
t y u			
y u		l b	
ų y ų		l Ĵ	
τ		У	
τ			
		]	
		Ч	

	s		
	i		
	-		
	n		
	<u>g</u>		
	r		
	-		
	y		
	k		
	r		
	_		
	y		
	$ \mathbf{l} $		
	e		
	d		
	]		
	g		
	e		
	d		
	ď		
	1		
	1		
	e		
	t		
	]		
	t		
	e		
	r		
	s		
	3		
	q		
	ป		
	r		
	d		
	g		
	3		
	a		
	r		
	d		
	1		
	1		
	l l		
	c		
	V		
	4		
	L 1		
	l l		
	e		
	J		
	٦		
	J		
	q		
	c		
	r		
	<u> </u>	1	1

e	
t	
d	
g	
e e	
l l	
e	
r	
t	
9	
r	
а	
k	
e	
]	
7	
l Y	
q	
r	
d	
s	
3. I	
J. 1	
q	
a	
r	
r	
e	
a	
"	
e	
r	
e	
r	
g e	
t	
-	
r	
e	
a	
<u>r</u>	

_						
			t			
			١			
			X			
1			t			
1						
			a			
			d			
			ا			
			4			
			r			
			a			
			t			
			]			
1			l e			
			1			
1			1			
			a			
			r			
			d			
			]			
			η			
			r			
			d			
			r			
			s			
			t			
			l I			
			d			
			<b>v</b>			
			1			
			a			
			t			
			1			
			,			
			r			
			+			
			9			
			a			
1			d			
			i			
			l n			
			8			
			.			
	A ggagg	Evit tiales	t. DI A A L	7 7 Cinala tha	icture of the main point the aut	ther is trying to make in the
<u> </u>	Assess	ъхи пске	i. KI.AA.N	c. / Choie me p	icture of the main point the aut	mor is trying to make in the

_			1
	mont	otowy.	ı
	ment	story	ı

**Assessments**Exit tickets will be given after each lesson

**Spiraling for Mastery** 

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.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 neers 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-ESS3-3	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.
SCI.K-ESS3	Earth and Human Activity