

RI.K.7

This ELA unit provides resources to use while teaching the standard **RI.K.7**, which states that students will be able to...
"With prompting and support, describe the relationship between illustrations and the text in which they appear."



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Small Group Activities

- These hands-on centers and activities are to be used during small group. The content is to be read aloud to students and guided through the steps in the activities.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

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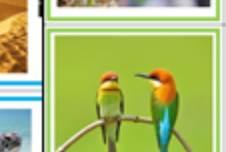
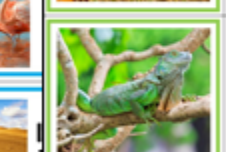
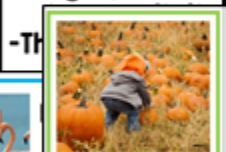
Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

Images in a Text



-There are pictures and illustrations in a text.



avoid the water.

Suggested Read Aloud

Kindergarten FOCUS: PICTURES IN A TEXT

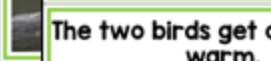
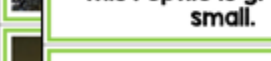
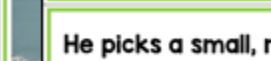
I Read Signs by: Tana Hoban

Seeing Syn by: Loreen

Are You an Ant? by: Judy Allen

Clothesline Jobs People by: Kathryn

Timeless T by: Gene B



The two birds look at each other.

Name: _____

My Picture Walk

Title: _____

Author: _____

Illustrator: _____

One fact I learned from a picture: _____

Another fact I learned from a picture: _____

Kindergarten Reading: Informational Lesson

RI.K.7- lesson 3

I can describe the pictures and text and how they are related.

With prompting and support, describe the illustrations and the text in which they appear, place, thing, or idea in the text, an illustration.

MiniLesson3 Focus: Using Text to Determine Illustration

Activities to Teach

Step 1: Teacher will read a passage aloud. While reading, the students will listen and visualize the text in their minds.

Step 2: After the story is read aloud, students will be grouped into groups of 2 or 3. The groups will be in charge of sorting the images that were in the text and not from the text. After the sort, the cards, the teacher will reread the text. Students will listen, self-checking their picture cards.

Step 3: Teacher will choose a short, read a passage aloud to the class. He or she will read the passage while reading. Only the words will be read. Students will visualize while they listen to the text. Then, they will draw three images they visualize when they heard the story.

Step 4: Teacher will choose a short, read a passage aloud to the class. He or she will read the passage while reading. Only the words will be read. Students will visualize while they listen to the text. Then, they will draw three images they visualize when they heard the story.

Step 5: Teacher will choose a short, read a passage aloud to the class. He or she will read the passage while reading. Only the words will be read. Students will visualize while they listen to the text. Then, they will draw three images they visualize when they heard the story.

Step 6: Teacher will choose a short, read a passage aloud to the class. He or she will read the passage while reading. Only the words will be read. Students will visualize while they listen to the text. Then, they will draw three images they visualize when they heard the story.

Kindergarten Reading: Informational Lesson

RI.K.7- lesson 3

I can describe the pictures and text and how they are related.

With prompting and support, describe the illustrations and the text in which they appear, place, thing, or idea in the text, an illustration.

MiniLesson2 Focus: What an Illustration Displays and Tells

Activities to Teach

Step 1: Teacher will read a nonfiction text from classroom library. Throughout the book, the teacher will have students ask and answer questions about the illustrations, asking what they see on page and if it matches what the author wrote on the page.

Kindergarten Reading: Informational Lesson

RI.K.7- lesson 3

I can describe the pictures and text and how they are related.

With prompting and support, describe the illustrations and the text in which they appear, place, thing, or idea in the text, an illustration.

MiniLesson3 Focus: Using Text to Determine Illustration

Activities to Teach

Step 1: Teacher will read a passage aloud. While reading, the students will listen and visualize the text in their minds.

Step 2: After the story is read aloud, students will be grouped into groups of 2 or 3. The groups will be in charge of sorting the images that were in the text and not from the text. After the sort, the cards, the teacher will reread the text. Students will listen, self-checking their picture cards.

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Suggested Read Alouds

Kindergarten FOCUS: PICTURES IN A TEXT

I Read Signs by: Tana Hoban

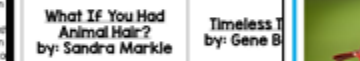
Seeing Syn by: Loreen

Are You an Ant? by: Judy Allen

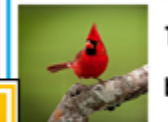
Clothesline Jobs People by: Kathryn

What If You Had Animal Hair? by: Sandra Markle

Timeless T by: Gene B



Moths have wings and are dull colors.



The cardinal is covered in blue feathers.

My Illustrations

Title: _____

One image I saw when I heard the story: _____

Another image I saw when I heard the story: _____

Another image I saw when I heard the story: _____

Another image I saw when I heard the story: _____

Another image I saw when I heard the story: _____

Another image I saw when I heard the story: _____

Another image I saw when I heard the story: _____

Another image I saw when I heard the story: _____

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **small group activities** and **graphic organizers** to use with any read-aloud or independent practice text.

On a Team

Some kids play sports. The other kids they play with are their team. They work together. They try to win.

Read that Sign!

There are signs on the road. They help us drive. Some say stop. Some have the name of the road. Some tell

Pictures in a Text

Trains are long and move on tracks.

Pictures in a Text

It has flat teeth to

All About Birds

A bird is a type of has feathers. It can its wings

At the State Fair

Food to eat.

Let's Go

A playground is full of slides. It has swings

Pictures in a Text

Draw an illustration for each big fact in your story.

Pictures in a Text

Answer the questions about your story.

Instructional Passages

Graphic Organizers

What can you learn from the pictures?

How would your text be different without pictures?

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Extra Resources

You're also provided with passages that will help guide instruction, as well as small group activities and graphic organizers to use with any read-aloud or independent practice text.

[illegible]

Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. The assessment should be read aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.


Name: _____ RIK.7

Images in a Text Assessment


1. Why are there images in a text?
▲ ☐ To help the reader
■ ☐ To confuse the reader
● ☐ To tell a different story

2. Which of these sentences is true?
▲ ☐ Images and pictures do not need to match the story.
■ ☐ Images and pictures should match the story.
● ☐ Images and pictures will never match the story.

3. Which person creates the images?
▲ ☐ author
■ ☐ illustrator
● ☐ reader





4. Circle the sentence that best fits that illustration.

The wild horse is running very dry land.
The wild horse is standing in a stable.
The wild horse is running with its huge herd.


Some animals in the ocean can hurt you. You want to stay away from them. Some may bite you. Some may sting you.



5. What is the story mostly about?

6. What information can the photograph give you?

7. Which hand-drawn illustration would also fit in this text?
   

8. Draw another picture that would fit the text.



Name: _____ RIK.7

Images in a Text Assessment





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3. Which person creates the images?
▲ ☐ author
■ ☒ illustrator
● ☐ reader

4. Circle the sentence that best fits that illustration.

The wild horse is running very dry land.
The wild horse is standing in a stable.
The wild horse is running with its huge herd.

5. What information can the photograph give you?
_____ dangerous ocean animal.

6. Which hand-drawn illustration would also fit in this text?
   

7. Draw another picture that would fit the text.


Answers may vary.

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Informational Domain

Kindergarten BUNDLE
RI- Informational

Kindergarten ASK & ANSWER <i>Questions</i>	Kindergarten MAIN TOPIC <i>of a Text</i>	Kindergarten DESCRIBING <i>Connections</i>
Kindergarten UNKNOWN <i>Words</i>	Kindergarten PARTS OF A <i>Book</i>	Kindergarten AUTHORS & <i>Illustrators</i>
Kindergarten IMAGES <i>in a Text</i>	Kindergarten AUTHOR'S POINT <i>and Reasons</i>	Kindergarten COMPARE & CONTRAST <i>Nonfiction Texts</i>

Created by Jessica Tobin

-or-

All 6 ELA Domains

ALL-YEAR ELA
Kindergarten

Kindergarten Common Core WRITING BUNDLE	Kindergarten FOUNDATIONAL SKILLS RF.K BUNDLE	Kindergarten RI- Informational BUNDLE
Kindergarten Literature BUNDLE	Kindergarten Language BUNDLE	

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