



# The Great Big World

*"How do details help people understand the world?"*

In this fifth six-week unit of kindergarten, students focus on the difference a setting can make in the creation of a story.

## Reading Standards for Literature

### Key Ideas and Details

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text.

### Integration of Knowledge and Ideas

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

## Reading Standards for Informational Text

### Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, **ideas, or pieces of information** in a text.

### Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

### Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).

RI.K.8 Identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Reading Standards: Foundational Skills****Print Concepts**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

*d. Recognize and name all upper- and lowercase letters of the alphabet.*

**Phonological Awareness**

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

*c. Blend and segment onsets and rimes of single-syllable spoken words.*

*d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words.*

*e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.*

**Phonics and Word Recognition**

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

*a. Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant.*

*b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.*

*c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).*

*d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.*

**Fluency**

RF.K.4. Read emergent reader text with purpose and understanding.

**Writing Standards****Text Types and Purposes**

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Production and Distribution of Writing**

W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Research to Build and Present Knowledge**

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening Standards****Comprehension and Collaboration**

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feeling, and ideas clearly.

**Language Standards****Conventions of Standard English**

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).*
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).*
- f. Produce and expand complete sentences in shared language activities.*

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.*
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).*
- d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.*

**Vocabulary Acquisition and Use**

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).*
- b. Use frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.*

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.*

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.