



Exploring with Friends In the Neighborhood

"How is reading like exploring?"

In this third six-week unit of kindergarten, students explore fictional characters in literary texts and neighborhoods in informational texts.

Reading Standards for Literature

Key Ideas and 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.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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, based on the picture, what is happening?).

RL.K.9 With prompting and support, compare and contrast characters (adventures and experiences) 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 topics (individuals, events, ideas, or pieces of information in a text).

Craft and Structure

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between visual images and the text in which they appear (what person, place, thing, or idea in the text the visual image depicts).

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 understand of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
- c. Understand that words are separated by spaces in 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).

- a. Recognize and produce rhyming words orally.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC 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 the five major vowel graphemes (a,e,i,o,u) using open and closed syllable types (open-go, closed-got).
- c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- New standard** e. Decode CVC words.

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.

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 Recall information, with prompting and support, 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.

Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events; provide additional details with prompting and support.

Language Standards**Conventions of Standard English**

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

g. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

j. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

k. Print all upper- and lowercase letters legibly.

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.

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).

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

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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