



# America: Symbols and Celebrations

## "Why are symbols and celebrations important?"

In this fourth six-week unit of kindergarten, students explore America's symbols and celebrations through literary and informational texts; they begin to write informative/explanatory pieces.

### Reading Standards for Literature

#### Craft and Structure

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

### Reading Standards for Informational Text

#### Key Ideas and Details

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 scientific concepts).

#### 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 visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts). 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 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.

*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.*

*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. (This does not include CVCs ending with /l/, /r/, or /x/.)*

**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 most frequently used sound 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 (e.g., open-go, closed-got).*
- 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.*

*New Standard e. Decode CVC words.*

**Fluency**

RF.K.4. Read grade-appropriate text with purpose and understanding.

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

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)

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 respond to questions and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).

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**

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

SL.K.5 Add drawings or other visual displays to descriptions of familiar people, places, things, and events 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 as appropriate when writing or speaking.

*h. Independently produce and expand complete sentences in shared language activities.*

- *With prompting and support, use spaces to separate words in a sentence.*

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

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*.

d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

• Spell consonant-vowel consonant (CVC) words correctly.

• Spell words phonetically, drawing on knowledge of sound-letter 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.

a. Sort common objects into categories (e.g., *shapes, foods*) to gain a sense of the concepts the categories represent.

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

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.