



A Colorful Time with Rhythm and Rhyme

ESSENTIAL QUESTIONS

“Why do we put words together?”

“Why are rules important?”

In this first six-week unit of Kindergarten, students are introduced to colorful picture books, traditional poetry, and nursery rhymes filled with rhythm and rhyme.

Reading Standards for Literature

Key Ideas and Details

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

Craft and Structure

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

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

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.

Craft and Structure

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

RI.K.5 Identify the **front cover**, **back cover**, and title page of a book.

Reading Standards: Foundational Skills (see RF Pacing Guide for skills and activities)

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 sequence of letters.
- 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. **(listen for 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 sound with common spellings (graphemes) for the five major vowels.

Writing Standards**Text Types and Purposes**

W.K.1 Use a combination of drawing, dictating, and writing (*letter strings/random letters*) 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 . . .)

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 pictures*) to strengthen writing as needed.

Speaking and Listening Standards**Comprehension and Collaboration**

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

*a. Follow agreed-upon rules for discussions (e.g., *listening to others* and *taking turns speaking* about the topics and texts under discussion).*

b. Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

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

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.

b. Use frequently occurring nouns and verbs.

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

b. Recognize and name end punctuation.

d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

Vocabulary Acquisition and Use

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.*

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