



Tell a Story, 1-2-3

"How does sequence help us understand our world?"

In this second six-week unit of kindergarten, students focus on sequence as they enjoy Counting Books, both fictional and informational, and stories based on three.

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.

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.

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

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.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.

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.

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.

Reading Standards: Foundational Skills (see RF pacing guide for skills and activities)**Print Concepts****RF.K.1** Demonstrate understanding of the organization and basic features of print.*b. Recognize that spoken words are represented in written language by specific sequences 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.**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 (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 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.***Writing Standards****Text Types and Purposes****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. **Students should be beginning to use beginning sounds and HF words.****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****SLK.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.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

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

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.

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.