



Wonders of Nature Plants, Bugs, and Frogs

"How does nature inspire us as readers, writers and artists?"

In this sixth six-week unit of kindergarten, students enjoy reading emergent-reader informational texts and listening as picture books by Eric Carle and Robert McCloskey are read aloud.

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.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).

RL.K.9 With prompting and support, compare and contrast characters (e.g., 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 scientific concepts).

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.

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 With prompting and support, identify the details 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**Start Up Phonics** does not provide instruction for the blue highlighted standards.**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).*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/.)**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 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.***New Standard** *f. Decode open and closed one-syllable words.***Fluency****RF.K.4** Read grade-appropriate 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 that name the topic and supply some information about it.**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.**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.

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

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 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.*

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.

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

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