

Sweetbriar Nature Center's
Life Cycles (Pre-K, K, Gr 1)

NYS Common Core Standards for ELA and Literacy alignment

Pre-Kindergarten

Reading Standards: Foundational Skills Prekindergarten [S]

Fluency

4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).

Speaking and Listening Standards: Prekindergarten

Comprehension and Collaboration

1. With guidance and support, participate in collaborative conversations with diverse partners about *pre-kindergarten topics and texts* with peers and adults in small and large groups.
 - a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Engage in extended conversations.
 - c. Communicate with individuals from different cultural backgrounds.
2. With guidance and support, 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.
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
6. Demonstrate an emergent ability to express thoughts, feelings and ideas.

Language Standards: Prekindergarten

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use frequently occurring nouns and verbs (orally).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *pre-kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately.
5. With guidance and support, explore word relationships and nuances in word meanings.
 - c. Identify real-life connections between words and their use.
6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Kindergarten

Reading Standards for Informational Text [RI]

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Speaking and Listening Standards [SL]

Comprehension and Collaboration

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).
 - c. Seek to understand and communicate with individuals from different cultural backgrounds.
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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards [L]

Vocabulary Acquisition and Use

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

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

Grade 1

Reading Standards for Informational Text [RI]

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.

Speaking and Listening Standards [SL]

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to clear up any confusion about the topics and texts under discussion.

d. Seek to understand and communicate with individuals from different cultural backgrounds.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Produce complete sentences when appropriate to task and situation.

Language Standards [L]

Vocabulary Acquisition and Use

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).