

**Main Criteria:** Classroom Supplement Units Kindergarten  
**Secondary Criteria:** Rhode Island Standards and State Frameworks  
**Subject:** Language Arts  
**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### Rhode Island Standards and State Frameworks

#### Language Arts

Grade K - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>DOMAIN</b>	<b>RI.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>GSE STEM</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>DOMAIN</b>	<b>RI.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RI.K.7.</b>	<b>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).</b>
<b>GSE STEM</b>	<b>RI.K.8.</b>	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>
<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RI.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>DOMAIN</b>	<b>RI.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Print Concepts</b>

<b>KNOWLEDGE</b>		
<b>GSE STEM</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.1(a)</b>	<b>Follow words from left to right, top to bottom, and page by page.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.1(b)</b>	<b>Recognize that spoken words are represented in written language by specific sequences of letters.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.1(c)</b>	<b>Understand that words are separated by spaces in print.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.1(d)</b>	<b>Recognize and name all upper- and lowercase letters of the alphabet.</b>
<b>DOMAIN</b>	<b>RI.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonological Awareness</b>
<b>GSE STEM</b>	<b>RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.2(a)</b>	<b>Recognize and produce rhyming words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.2(b)</b>	<b>Count, pronounce, blend, and segment syllables in spoken words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.2(c)</b>	<b>Blend and segment onsets and rimes of single-syllable spoken words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.2(d)</b>	<b>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 /ll/, /rl/, or /xl/.)</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.2(e)</b>	<b>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>
<b>DOMAIN</b>	<b>RI.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.3(a)</b>	<b>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.3(b)</b>	<b>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.3(c)</b>	<b>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.K.3(d)</b>	<b>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b>
<b>DOMAIN</b>	<b>RI.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Fluency</b>
<b>GSE STEM</b>	<b>RF.K.4.</b>	<b>Read emergent-reader texts with purpose and understanding.</b>
<b>DOMAIN</b>	<b>RI.W.K.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>W.K.7.</b>	<b>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b>
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.K.1.</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.K.1(a)</b>	<b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.K.1(b)</b>	<b>Continue a conversation through multiple exchanges.</b>
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING KNOWLEDGE</b>		
<b>GSE STEM</b>	<b>SL.K.2.</b>	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.
<b>GSE STEM</b>	<b>SL.K.3.</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.K.4.</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>GSE STEM</b>	<b>SL.K.5.</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>GSE STEM</b>	<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(a)</b>	Print many upper- and lowercase letters.
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(b)</b>	Use frequently occurring nouns and verbs.
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(c)</b>	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(d)</b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(f)</b>	Produce and expand complete sentences in shared language activities.
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(a)</b>	Capitalize the first word in a sentence and the pronoun <i>I</i> .
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(b)</b>	Recognize and name end punctuation.
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(c)</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.K.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>SPECIFIC INDICATOR</b>	<b>L.K.4(a)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.K.5.</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>SPECIFIC INDICATOR</b>	<b>L.K.5(b)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>SPECIFIC INDICATOR</b>	<b>L.K.5(c)</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>SPECIFIC</b>	<b>L.K.5(d)</b>	Distinguish shades of meaning among verbs describing the same general action

INDICATOR		(e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

**Rhode Island Standards and State Frameworks  
Language Arts  
Grade K - Adopted: 2010**

DOMAIN	RI.RL.K.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
DOMAIN	RI.RL.K.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.K.4.	Ask and answer questions about unknown words in a text.
GSE STEM	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GSE STEM	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GSE STEM	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RI.K.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).
GSE STEM	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Print Concepts
GSE STEM	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SPECIFIC INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SPECIFIC INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.

SPECIFIC INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
SPECIFIC INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SPECIFIC INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
SPECIFIC INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SPECIFIC INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SPECIFIC INDICATOR	RF.K.2(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/.)
SPECIFIC INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
SPECIFIC INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SPECIFIC INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SPECIFIC INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.K.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	RI.W.K.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	RI.SL.K.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SPECIFIC INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
DOMAIN	RI.SL.K.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.K.4.</b>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
<b>GSE STEM</b>	<b>SL.K.5.</b>	<b>Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
<b>GSE STEM</b>	<b>SL.K.6.</b>	<b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(a)</b>	<b>Print many upper- and lowercase letters.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(b)</b>	<b>Use frequently occurring nouns and verbs.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(c)</b>	<b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(d)</b>	<b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(e)</b>	<b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(f)</b>	<b>Produce and expand complete sentences in shared language activities.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(a)</b>	<b>Capitalize the first word in a sentence and the pronoun I.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(b)</b>	<b>Recognize and name end punctuation.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(c)</b>	<b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(d)</b>	<b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.K.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.4(a)</b>	<b>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.K.5.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.5(a)</b>	<b>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.5(b)</b>	<b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.5(c)</b>	<b>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.5(d)</b>	<b>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</b>

<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.K.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>

Unit 2

**Rhode Island Standards and State Frameworks  
Language Arts  
Grade K - Adopted: 2010**

<b>DOMAIN</b>	<b>RI.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>

<b>DOMAIN</b>	<b>RI.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>GSE STEM</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>

<b>DOMAIN</b>	<b>RI.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>

<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>GSE STEM</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>GSE STEM</b>	<b>RI.K.3.</b>	<b>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>

<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>

<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RI.K.7.</b>	<b>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).</b>
<b>GSE STEM</b>	<b>RI.K.8.</b>	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>

<b>DOMAIN</b>	<b>RI.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RI.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>

<b>DOMAIN</b>	<b>RI.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF</b>		<b>Print Concepts</b>



ENDURING KNOWLEDGE		
GSE STEM	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SPECIFIC INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SPECIFIC INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
SPECIFIC INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
SPECIFIC INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SPECIFIC INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
SPECIFIC INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SPECIFIC INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SPECIFIC INDICATOR	RF.K.2(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 /ll/, /rl/, or /xl/.)
SPECIFIC INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
SPECIFIC INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SPECIFIC INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SPECIFIC INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.K.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	RI.W.K.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN	RI.W.K.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
DOMAIN	RI.W.K.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.K.8.	With guidance and support from adults, recall information from experiences or gather



		information from provided sources to answer a question.
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.K.1.</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.K.1(a)</b>	<b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.K.1(b)</b>	<b>Continue a conversation through multiple exchanges.</b>
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.K.2.</b>	<b>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.</b>
<b>GSE STEM</b>	<b>SL.K.3.</b>	<b>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.K.4.</b>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
<b>GSE STEM</b>	<b>SL.K.5.</b>	<b>Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
<b>GSE STEM</b>	<b>SL.K.6.</b>	<b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(a)</b>	<b>Print many upper- and lowercase letters.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(b)</b>	<b>Use frequently occurring nouns and verbs.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(c)</b>	<b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(d)</b>	<b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(e)</b>	<b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(f)</b>	<b>Produce and expand complete sentences in shared language activities.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(a)</b>	<b>Capitalize the first word in a sentence and the pronoun I.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(b)</b>	<b>Recognize and name end punctuation.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(c)</b>	<b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(d)</b>	<b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF</b>		<b>Vocabulary Acquisition and Use</b>

ENDURING KNOWLEDGE		
GSE STEM	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SPECIFIC INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
SPECIFIC INDICATOR	L.K.4(b)	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
SPECIFIC INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
SPECIFIC INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
SPECIFIC INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Rhode Island Standards and State Frameworks

Language Arts

Grade K - Adopted: 2010

DOMAIN	RI.RL.K.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GSE STEM	RL.K.2.	With prompting and support, retell familiar stories, including key details.
GSE STEM	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN	RI.RL.K.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.K.4.	Ask and answer questions about unknown words in a text.
GSE STEM	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	RI.RL.K.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
DOMAIN	RI.RL.K.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF		Key Ideas and Details

ENDURING KNOWLEDGE		
GSE STEM	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Print Concepts
GSE STEM	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SPECIFIC INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SPECIFIC INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
SPECIFIC INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
SPECIFIC INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SPECIFIC INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
SPECIFIC INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SPECIFIC INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SPECIFIC INDICATOR	RF.K.2(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 /ll/, /rl/, or /xl/.)
SPECIFIC INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
SPECIFIC INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SPECIFIC INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SPECIFIC INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.K.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	RI.W.K.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.K.1.</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.K.1(a)</b>	<b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.K.1(b)</b>	<b>Continue a conversation through multiple exchanges.</b>
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.K.2.</b>	<b>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.</b>
<b>GSE STEM</b>	<b>SL.K.3.</b>	<b>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
<b>DOMAIN</b>	<b>RI.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.K.4.</b>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
<b>GSE STEM</b>	<b>SL.K.5.</b>	<b>Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
<b>GSE STEM</b>	<b>SL.K.6.</b>	<b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(a)</b>	<b>Print many upper- and lowercase letters.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(b)</b>	<b>Use frequently occurring nouns and verbs.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(c)</b>	<b>Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(d)</b>	<b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(e)</b>	<b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.1(f)</b>	<b>Produce and expand complete sentences in shared language activities.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(a)</b>	<b>Capitalize the first word in a sentence and the pronoun <i>I</i>.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(b)</b>	<b>Recognize and name end punctuation.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(c)</b>	<b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.K.2(d)</b>	<b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>
<b>DOMAIN</b>	<b>RI.L.K.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>

<b>KNOWLEDGE</b>		
<b>GSE STEM</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>SPECIFIC INDICATOR</b>	L.K.4(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>DOMAIN</b>	RI.L.K.	Language Standards
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Vocabulary Acquisition and Use
<b>GSE STEM</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>SPECIFIC INDICATOR</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>SPECIFIC INDICATOR</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>SPECIFIC INDICATOR</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>DOMAIN</b>	RI.L.K.	Language Standards
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Vocabulary Acquisition and Use
<b>GSE STEM</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Rhode Island Standards and State Frameworks

Language Arts

Grade K - Adopted: 2010

<b>DOMAIN</b>	RI.RL.K.	Reading Standards for Literature
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Key Ideas and Details
<b>GSE STEM</b>	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>GSE STEM</b>	RL.K.2.	With prompting and support, retell familiar stories, including key details.
<b>GSE STEM</b>	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
<b>DOMAIN</b>	RI.RL.K.	Reading Standards for Literature
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Craft and Structure
<b>GSE STEM</b>	RL.K.4.	Ask and answer questions about unknown words in a text.
<b>GSE STEM</b>	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
<b>DOMAIN</b>	RI.RL.K.	Reading Standards for Literature
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Integration of Knowledge and Ideas
<b>GSE STEM</b>	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>DOMAIN</b>	RI.RL.K.	Reading Standards for Literature
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Range of Reading and Level of Text Complexity
<b>GSE STEM</b>	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
<b>DOMAIN</b>	RI.RI.K.	Reading Standards for Informational Text
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Key Ideas and Details
<b>GSE STEM</b>	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>GSE STEM</b>	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.

GSE STEM	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN	RI.RI.K.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Print Concepts
GSE STEM	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
SPECIFIC INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
SPECIFIC INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
SPECIFIC INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
SPECIFIC INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonological Awareness
GSE STEM	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SPECIFIC INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
SPECIFIC INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
SPECIFIC INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
SPECIFIC INDICATOR	RF.K.2(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 /ll/, /rl/, or /xl/.)
SPECIFIC INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
SPECIFIC INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
SPECIFIC INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
SPECIFIC INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
DOMAIN	RI.RF.K.	Reading Standards: Foundational Skills

STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.K.4.	Read emergent-reader texts with purpose and understanding.
DOMAIN	RI.W.K.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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 . . .).
GSE STEM	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.
GSE STEM	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.
DOMAIN	RI.W.K.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
DOMAIN	RI.SL.K.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SPECIFIC INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
DOMAIN	RI.SL.K.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
DOMAIN	RI.SL.K.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GSE STEM	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GSE STEM	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
SPECIFIC INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
SPECIFIC INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
SPECIFIC	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when,



INDICATOR		why, how).
SPECIFIC INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
SPECIFIC INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	L.K.2(b)	Recognize and name end punctuation.
SPECIFIC INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
SPECIFIC INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SPECIFIC INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
SPECIFIC INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
SPECIFIC INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
SPECIFIC INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOMAIN	RI.L.K.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.