

Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts

Grade: K

Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 3 With prompting and support, identify characters, settings, and major events in a story.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 5 Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 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 Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR Recognize that spoken words are represented in written language by specific sequences of letters.

INDICATOR Recognize and name all upper- and lowercase letters of the alphabet.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR Recognize and produce rhyming words.

INDICATOR Count, pronounce, blend, and segment syllables in spoken words.

INDICATOR		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 //, /r/, or /x/.)
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
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INDICATOR		Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
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DOMAIN		Kindergarten Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.a.	Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).
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DOMAIN		Kindergarten Language Standards [L]
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STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
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SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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SPECIFIC INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Rhode Island World-Class Standards
Language Arts
Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 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 Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR Recognize and produce rhyming words.

INDICATOR Count, pronounce, blend, and segment syllables in spoken words.

INDICATOR 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/.)

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

INDICATOR Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 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 1.b. Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
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SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.
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SPECIFIC INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 03: Pre-writing, p. 49-55

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	With prompting and support, retell familiar stories, including key details.
SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR		Recognize and name all upper- and lowercase letters of the alphabet.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR		Recognize and produce rhyming words.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 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 1.b. Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.a. Print upper- and lowercase letters.

SPECIFIC INDICATOR 2.d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

SPECIFIC INDICATOR 2.e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Week 04: Pre-writing, p. 57-63

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR		Recognize and name all upper- and lowercase letters of the alphabet.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR		Recognize and produce rhyming words.

INDICATOR		Count, pronounce, blend, and segment syllables in spoken words.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

INDICATOR		Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Speak audibly and express thoughts, feelings, and ideas clearly.
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DOMAIN

Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
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SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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DOMAIN

Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 05: Pre-writing, p. 65-71

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR		Recognize and name all upper- and lowercase letters of the alphabet.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Recognize and produce rhyming words.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition

SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
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INDICATOR		Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
DOMAIN Kindergarten Speaking and Listening Standards [SL]		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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Week 06: Pre-writing, p. 73-79

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR Recognize and name all upper- and lowercase letters of the alphabet.

DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR Recognize and produce rhyming words.

DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

INDICATOR Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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 1.b. Continue a conversation through multiple exchanges.

DOMAIN		Kindergarten Speaking and Listening Standards [SL]
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STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.
SPECIFIC INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 07: Pre-writing, p. 81-87

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	With prompting and support, retell familiar stories, including key details.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR

Recognize and name all upper- and lowercase letters of the alphabet.

DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR

Recognize and produce rhyming words.

DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR

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

1.b.

Continue a conversation through multiple exchanges.

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
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SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
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SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
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SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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Week 08: Pre-writing, p. 89-95

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR		Recognize and name all upper- and lowercase letters of the alphabet.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Recognize and produce rhyming words.
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INDICATOR		Blend and segment onsets and rimes of single-syllable spoken words.
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INDICATOR		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 //, /r/, or /x/.)
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
INDICATOR		Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
INDICATOR		Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR 5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 09: Pre-writing, p. 97-103

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GSE STEM 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 5 Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR 1 Demonstrate understanding of the organization and basic features of print.

INDICATOR Recognize and name all upper- and lowercase letters of the alphabet.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonological Awareness
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SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR		Recognize and produce rhyming words.
INDICATOR		Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR		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/.)

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
INDICATOR		Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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Week 10: Pre-writing, p. 105-111

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
INDICATOR		Recognize and name all upper- and lowercase letters of the alphabet.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR		Recognize and produce rhyming words.
INDICATOR		Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR		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/.)

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
INDICATOR		Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
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SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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Week 11: Pre-writing, p. 113-119

Rhode Island World-Class Standards**Language Arts****Grade K - Adopted: 2021****DOMAIN College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 5 Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR Recognize and produce rhyming words.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 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 1.b. Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.a. Print upper- and lowercase letters.

SPECIFIC INDICATOR 2.b. Capitalize the first word in a sentence and the pronoun I.

SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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Week 12: Pre-writing, p. 121-127

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR		Recognize and name all upper- and lowercase letters of the alphabet.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonological Awareness
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SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Recognize and produce rhyming words.
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INDICATOR		Count, pronounce, blend, and segment syllables in spoken words.
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INDICATOR		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/.)
DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
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DOMAIN		Kindergarten Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print upper- and lowercase letters.
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SPECIFIC INDICATOR	2.d.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
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SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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DOMAIN		Kindergarten Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE

Production and Distribution of Writing

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE

Comprehension and Collaboration

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE

Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE

Kindergarten Reading Standards for Literature [RL]

GSE STEM

Craft and Structure

SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE

Kindergarten Reading Standards for Informational Text [RI]

GSE STEM

Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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).
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR		Recognize and produce rhyming words.
INDICATOR		Count, pronounce, blend, and segment syllables in spoken words.
INDICATOR		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 //, /r/, or /x/.)

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN

Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

DOMAIN

Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.
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Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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).
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR Recognize and produce rhyming words.

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 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 1.b. Continue a conversation through multiple exchanges.

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN

Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.a. Print upper- and lowercase letters.

SPECIFIC INDICATOR 2.b. Capitalize the first word in a sentence and the pronoun I.

SPECIFIC INDICATOR 2.c. Recognize and name end punctuation.

SPECIFIC INDICATOR 2.d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.
SPECIFIC INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

Rhode Island World-Class Standards**Language Arts**

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR		Recognize and produce rhyming words.
DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.
DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SPECIFIC INDICATOR	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 Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Week 16: Unit 2 Modeling Writing from Notes, p. 157-163

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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 **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR		Recognize and produce rhyming words.

DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 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 1.b. Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Capitalize the first word in a sentence and the pronoun I.

SPECIFIC INDICATOR 2.c. Recognize and name end punctuation.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.

SPECIFIC INDICATOR 5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

SPECIFIC INDICATOR 5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.
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Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Blend and segment onsets and rimes of single-syllable spoken words.
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DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition

SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR		Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
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SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
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SPECIFIC INDICATOR	2.e.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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SPECIFIC INDICATOR	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).
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.
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SPECIFIC INDICATOR	5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	With prompting and support, retell familiar stories, including key details.
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SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonological Awareness
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SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Recognize and produce rhyming words.
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INDICATOR		Count, pronounce, blend, and segment syllables in spoken words.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SPECIFIC INDICATOR	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 Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, explore word relationships and nuances in word meanings.
SPECIFIC INDICATOR	5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.
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Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonological Awareness
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SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Recognize and produce rhyming words.
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INDICATOR		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/.)
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonics and Word Recognition
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SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

DOMAIN Kindergarten Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

DOMAIN Kindergarten Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write or dictate writing routinely for a range of tasks, purposes, and audiences.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR 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 1.b. Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM 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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR 1.c. Form regular plural nouns orally by adding /s/ or /es/.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SPECIFIC INDICATOR	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).

Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	With prompting and support, retell familiar stories, including key details.
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SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonological Awareness
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SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Recognize and produce rhyming words.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

Rhode Island World-Class Standards**Language Arts**

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.
DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
DOMAIN		Kindergarten Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.

SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
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Week 22: Unit 5 Modeling Writing from Pictures, p. 213-219

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	With prompting and support, retell familiar stories, including key details.
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SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonological Awareness
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SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR		Recognize and produce rhyming words.
DOMAIN	Kindergarten Speaking and Listening Standards [SL]	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN	Kindergarten Speaking and Listening Standards [SL]	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
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DOMAIN	Kindergarten Language Standards [L]	
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
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SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
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DOMAIN	Kindergarten Language Standards [L]	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.
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Week 23: Unit 5 Modeling Writing from Pictures, p. 221-227

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
DOMAIN		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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		Kindergarten Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR		Recognize and produce rhyming words.
DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.
DOMAIN		Kindergarten Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

Week 24: Unit 5 Modeling Writing from Pictures, p. 229-235

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	With prompting and support, identify characters, settings, and major events in a story.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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).
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DOMAIN

Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR

Count, pronounce, blend, and segment syllables in spoken words.

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR

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

1.b.

Continue a conversation through multiple exchanges.

DOMAIN

Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM

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.

DOMAIN

Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR

2.b.

Capitalize the first word in a sentence and the pronoun I.

SPECIFIC INDICATOR

2.c.

Recognize and name end punctuation.

DOMAIN

Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 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 Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR Recognize that spoken words are represented in written language by specific sequences of letters.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 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 1.b. Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Capitalize the first word in a sentence and the pronoun I.

SPECIFIC INDICATOR 2.c. Recognize and name end punctuation.

Week 26: Revisiting Unit 2, p. 251-257

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GSE STEM 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR 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 Kindergarten Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR 1 Demonstrate understanding of the organization and basic features of print.

INDICATOR Recognize that spoken words are represented in written language by specific sequences of letters.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.

DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

Week 27: Revisiting Unit 2, p. 259-265

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN	Kindergarten Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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	Kindergarten Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
INDICATOR		Recognize that spoken words are represented in written language by specific sequences of letters.
DOMAIN	Kindergarten Speaking and Listening Standards [SL]	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	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	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
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SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
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Week 28: Revisiting Unit 2, p. 267-273

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
--	--	------------------------------

GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR		Recognize that spoken words are represented in written language by specific sequences of letters.
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DOMAIN **Kindergarten Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language Standards 4–6).
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DOMAIN **Kindergarten Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN Kindergarten Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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.
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DOMAIN Kindergarten Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
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SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
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Week 29: Revisiting Unit 2, p. 275-282

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
--	--	------------------------------

GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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).
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR		Recognize that spoken words are represented in written language by specific sequences of letters.
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DOMAIN **Kindergarten Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN **Kindergarten Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
DOMAIN		Kindergarten Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.

Week 30: Revisiting Unit 5, p. 283-288

Rhode Island World-Class Standards

Language Arts

Grade K - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR 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).

DOMAIN **Kindergarten Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Kindergarten Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR Recognize that spoken words are represented in written language by specific sequences of letters.

DOMAIN **Kindergarten Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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SPECIFIC INDICATOR 5.b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language Standards 4–6).

DOMAIN**Kindergarten Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
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DOMAIN**Kindergarten Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Continue a conversation through multiple exchanges.
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DOMAIN**Kindergarten Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
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DOMAIN**Kindergarten Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize the first word in a sentence and the pronoun I.
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SPECIFIC INDICATOR	2.c.	Recognize and name end punctuation.
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