

Chariho Kindergarten ELA

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Grade K, Module 1
Curious About Kindergarten

Overview

Number of Instructional Days: 20

Essential Question: What will I discover in Kindergarten?

Writing Type: Opinion Writing

In this module, children will find out that the year ahead promises to be full of new experiences. They will meet new people, explore new places, learn new skills, and think of new ideas.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Listening Comprehension ● Oral Language ● Interactive Reading ● Characters and Setting ● Print Concepts: Book Orientation, Book Parts ● Match Pictures to Text ● Introduce Genre: ● Fiction, Poetry, Informational Texts ● Plot: Beginning, Middle, End ● Monitor Comprehension ● Rhythm and Rhyme ● Central Idea ● Reading the Pictures 	<p>Phonological Awareness: words in sentences, rhyme, syllables</p> <p>Alphabet Knowledge: alphabet song, identify and form letters Aa-Zz</p> <p>High Frequency Words</p> <p>Phonics: Consonants m /m/, s /s/, Read PreDecodable Texts</p>	<p>Opinion Writing</p> <p>Grammar: Common and Proper Nouns for People, Capitalization, Singular and Plural Present-Tense Verbs</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher’s Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Form Letters Aa-Zz 		

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.

For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider, students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)

- [RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.
- [RL.K.4](#) Ask and answer questions about unknown words in a text.
- [RL.K.5](#) Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
- [RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.
- [RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- [RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

- [RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text. (see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)
- [RI.K.5](#) Identify the front cover, back cover, and title page of a book.
- [RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- [RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

For example, students study the life cycles of plants and animals. Read-alouds from books such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)

- [RI.K.10](#) Actively engage in group reading activities with purpose and understanding
- [RF.K.1](#) Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper and lowercase letters of the alphabet.
- [RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - ~~c. Blend and segment onsets and rimes of single-syllable spoken words.~~

- ~~d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{1*} (This does not include CVCs ending with /l/, /r/, or /x/.)~~
- ~~e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

- [RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - ~~b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.~~
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - ~~d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.~~

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.1](#) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- a. (Begins in grade 3)
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

[W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[W.K.10](#) Write or dictate writing routinely for a range of tasks, purposes, and audiences.

[SL.K.1](#) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- ~~b. Continue a conversation through multiple exchanges.~~

[SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide

additional detail.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- 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).
- ~~b. Form questions that seek additional information, rather than a simple yes/no answer.~~
- c. Form regular plural nouns orally by adding /s/ or /es/
For example, students make an illustrated list of plural nouns that end just in “s”—cats, boats, car— and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- ~~b. Capitalize the first word in a sentence and the pronoun I.~~
- ~~e. Recognize and name end punctuation.~~
- d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- ~~e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.~~
- ~~f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- ~~a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.~~
- ~~b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
- ~~d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.~~

L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to the Standards for Mathematical Practice*

6. Attend to precision

See the Rhode Island Mathematics Standards.

Grade K, Module 2
There's Only One Me!

Overview

Number of Instructional Days: 20

Essential Question: What makes each of us special?

Writing Type: Narrative Writing

The things we love to do. The languages we speak. Our names, bodies, families, and dreams. We're different in so many ways and different is awesome! In this module, children will explore what makes each of us one of a kind.

Children learn from characters who are experts at self-reflection. They see that when we take the time to appreciate who we are- inside and out, our successes and shortcomings- the happier we are to be just be ourselves. And the better equipped to celebrate our differences.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Listening Comprehension ● Oral Language ● Monitor Comprehension ● Plot: Problem and Solution ● Print Concepts: Directionality, Concept of a Word, Concept of a Sentence, One-to-One correspondence ● Opinion and Reasons ● Author and Illustrator Roles ● Topic and Theme ● Central Idea ● Describe Characters ● Genre Focus: Fables 	<p>Phonological Awareness: Blending, Syllables, Final sounds, Medial sounds, Initial sounds, rhyme, onset-rime, Blending, Segmenting</p> <p>Phonics: Consonants t /t/, b /b/, n /n/, d /d/, c /k/, p /p/, Short a, Read Pre-decodable Texts</p> <p>High Frequency Words</p>	<p>Narrative Writing</p> <p>Grammar: Past-Tense Verbs with -ed, Irregular Past-Tense Verbs, Adjectives for Color, Adjectives for Size</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher's Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Form Letters Tt, Bb, Nn, Dd, Cc, Pp and Aa 		

Alignment to Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.
For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider, students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.5](#) Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).
For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola's book Pancakes for Breakfast and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)

[RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lowercase letters of the alphabet.

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- ~~Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in~~

~~three-phoneme (consonant-vowel-consonant, or CVC) words.^{2*} (This does not include CVCs ending with /l/, /r/, or /x/.)~~

~~e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

- [RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.3](#) Use a combination of drawing, dictating, and writing to narrate a single event or experience or several loosely linked events, or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

A kindergartner tells the story, in pictures and words, of everything that happened on a night at an aunt's house. See "Auntie and Me," a kindergarten personal narrative writing sample, Writing Standards in Action. (W.K.2, W.K.3, W.K.5, L.K.1, L.K.2, L.K.5, L.K.6)

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- (Begins in grade 3)
- Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

[W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[W.K.10](#) Write or dictate writing routinely for a range of tasks, purposes, and audiences.

[SL.K.1](#) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- ~~Continue a conversation through multiple exchanges.~~

[SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide

additional detail.

[SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional detail.

[SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

For example, pairs of students make audio recordings of poems in which each child speaks alternate lines or verses. They listen to the recordings and decide whether both voices are clear, sufficiently loud, and easy to understand.

[L.K.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

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).

~~b. Form questions that seek additional information, rather than a simple yes/no answer.~~

c. Form regular plural nouns orally by adding /s/ or /es/

For example, students make an illustrated list of plural nouns that end just in “s”—cats, boats, car—and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)

[L.K.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Print upper- and lowercase letters.

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

~~c. Recognize and name end punctuation.~~

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

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

~~f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

[L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.

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

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

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)

~~d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.~~

[L.K.6](#) Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to*

the Standards for Mathematical Practice
6. Attend to precision
See the Rhode Island Mathematics Standards.

Grade K, Module 3
My Community Heroes

Overview

Number of Instructional Days: 20

Essential Question: What makes a community?

Writing Type: Informational Writing

Kindergartners enjoy dressing up as doctors, police officers, and firefighters. They want to be community heroes like these figures. But as this module shows, there are many everyday heroes in our communities, from teachers and mail carriers to mechanics and artists.

Children will see that we accomplish more together, and that they don't need to wait to contribute.

Communities are about pooling our unique backgrounds and skills—the more diverse, the better—and that's something they can get started on right away

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> ● Listening Comprehension ● Oral Language ● Give a Summary ● Key Details ● Print Concepts: Concept of a Word, One-to-One Correspondence, Concept of a Sentence ● Make and Check Predictions ● Use Picture and Text Clues ● Describe Characters ● Genre Focus: Fables ● Retell A Story ● Theme ● Make Connections 	<p>Phonological Awareness: Blending, Syllables, Final sounds, Medial sounds, Initial sounds, rhyme, onset-rime, Blending, Segmenting, Alliterative words</p> <p>Phonics: Consonants r /r/, f /f/, s /s/, Short i, Read Decodable Texts</p> <p>High Frequency Words</p>	<p>Informational Writing:</p> <p>Grammar: Nouns for Things, Nouns for Places, Adjectives for Shape, Adjectives for Number</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher's Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Form Letters Rr, Ff, Ss and Ii 		

Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.

For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider; students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.5](#) Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola's book Pancakes for Breakfast and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text. (see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.K.5](#) Identify the front cover, back cover, and title page of a book.

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

For example, students study the life cycles of plants and animals. Read-alouds from books such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- ~~Recognize and name all upper and lowercase letters of the alphabet.~~

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- ~~Count, pronounce, blend, and segment syllables in spoken words.~~
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{3*} (This does not include CVCs ending with /l/, /r/, or /x/.)
- ~~Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

How do you play football? A student explains it all in this illustrated how-to book created during a unit on informational writing. See “How to Play Football,” a kindergarten writing sample, Writing Standards in Action. (W.K.2, L.K.1, L.K.2)

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- (Begins in grade 3)
- Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

[W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[W.K.10](#) Write or dictate writing routinely for a range of tasks, purposes, and audiences.

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

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- ~~b. Continue a conversation through multiple exchanges.~~

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

For example, pairs of students make audio recordings of poems in which each child speaks alternate lines or verses. They listen to the recordings and decide whether both voices are clear, sufficiently loud, and easy to understand.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- 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).
- b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

- c. Form regular plural nouns orally by adding /s/ or /es/
For example, students make an illustrated list of plural nouns that end just in “s”—cats, boats, car— and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- ~~b. Capitalize the first word in a sentence and the pronoun I.~~
- ~~c. Recognize and name end punctuation.~~
- d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- ~~f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- ~~b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
- ~~d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.~~

L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to the Standards for Mathematical Practice*

6. Attend to precision

See the Rhode Island Mathematics Standards.

Grade K, Module 4
Curious About Kindergarten

Overview

Number of Instructional Days: 20

Essential Question: How can I be my healthiest me?

Writing Type: Research Writing

When we teach kindergarteners to take good care of their bodies, we’re not just helping them feel great today. We’re helping them form healthy habits to carry throughout their lives.

In this module, children learn the essentials of healthy living, like eating well, exercising, and practicing good hygiene. They also see that being “my healthiest me” is a blast: It’s playing basketball, it’s swinging on the monkey bars, it’s eating a rainbow of foods. And after fun, active days, it’s a good night’s sleep.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> ● Ask and Answer Questions ● Listening Comprehension ● Oral Language ● Use Text Features ● Give a Summary ● Key Details ● Print Concepts: Directionality ● Author’s Craft ● Genre Focus: Fairy Tales ● Retell A Story ● Plot: Beginning, Middle, End ● Rhythm and Rhyme 	<p>Phonological Awareness: initial sounds, medial sounds, final sounds, blending, rhyme, alliteration</p> <p>Phonics: Consonants g /g/, k /k/, l /l/, h /h/, w /w/, j /j/, Short o, Read Decodable Texts</p> <p>High Frequency Words</p>	<p>Research Writing</p> <p>Grammar: Capitalize the First Letter in Sentences; Capitalize Proper Nouns; Using Periods; Complete Sentences</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher’s Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Form Letters Gg, Kk, Ll, Hh, Ww, Jj and Oo 		

Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.

For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider; students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.5](#) Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola's book Pancakes for Breakfast and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)

[RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

[RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text. (see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

For example, students study the life cycles of plants and animals. Read-alouds from books such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary

through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- ~~c. Understand that words are separated by spaces in print.~~
- ~~d. Recognize and name all upper and lowercase letters of the alphabet.~~

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- ~~b. Count, pronounce, blend, and segment syllables in spoken words.~~
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{4*} (This does not include CVCs ending with /l/, /r/, or /x/.)
- ~~e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

How do you play football? A student explains it all in this illustrated how-to book created during a unit on informational writing. See "How to Play Football," a kindergarten writing sample, Writing Standards in Action. (W.K.2, L.K.1, L.K.2)

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- a. (Begins in grade 3)
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in

kindergarten Language standards 4–6).

[W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[W.K.7](#) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

[W.K.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

[W.K.10](#) Write or dictate writing routinely for a range of tasks, purposes, and audiences.

[SL.K.1](#) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- ~~b. Continue a conversation through multiple exchanges.~~

[SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

[SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

For example, pairs of students make audio recordings of poems in which each child speaks alternate lines or verses. They listen to the recordings and decide whether both voices are clear, sufficiently loud, and easy to understand.

[L.K.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- 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).
- b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

~~e. Form regular plural nouns orally by adding /s/ or /es/~~

~~*For example, students make an illustrated list of plural nouns that end just in “s” — cats, boats, car — and those that need “es” — classes, bushes, boxes. (W.K.10, L.K.1)*~~

[L.K.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.

- b. Capitalize the first word in a sentence and the pronoun *I*.
- c. Recognize and name end punctuation.
- d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- f. ~~Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. ~~Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.~~
- b. ~~Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to the Standards for Mathematical Practice*

6. Attend to precision

See the Rhode Island Mathematics Standards.

Grade K, Module 5
Curious About Kindergarten

Overview

Number of Instructional Days: 20

Essential Question: What Does it mean to try hard?

Writing Type: Narrative Writing

Kindergartners often hear, “You can do it!” In this module, children will meet kids who are doing it—from daring to jump off a diving board to learning to ride a bike.

Despite their young age and varied abilities, children see that with a little hard work, some practice, and perseverance, they too can achieve their goals. So let’s do it!

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> ● Make and Check Predictions ● Listening Comprehension ● Oral Language: Academic Vocabulary ● Pictures and Text Clues ● Character Feelings ● Print Concepts: Return Sweep; Reading a Play; Directionality ● Author’s Craft ● Genre Focus: Folktales ● Make Inferences ● Character Traits ● Compare Characters ● Plot: Problem and Solution ● Key Details ● Topic and Theme 	<p>Phonological Awareness: initial sounds, medial sounds, final sounds, blending, segmenting, rhyme</p> <p>Phonics: Consonants v /v/, y /y/, q /kw/, x /xs/, Short and Long u, Short and Long e, Read Decodable Texts</p> <p>High Frequency Words</p>	<ul style="list-style-type: none"> ● Narrative Writing: Parts of a Narrative; Read a Writing Model; Signal Words; Features of Narrative Writing; Model Writing a Draft; Model Revising and Editing; Review Cover Elements; Teach Beginnings; Order of Events; Author’s Page ● Analyze a Narrative: Beginning, Middle, End ● Interactive Writing ● Independent Writing ● Grammar: Pronouns I, Me and We; Singular and Plural Nouns
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher’s Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Form Letters Vv, Yy, Qq, Xx, Uu and Ee 		

Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.

For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider; students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.5](#) Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola's book Pancakes for Breakfast and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)

[RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

[RL.K.9](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text. (see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

For example, students study the life cycles of plants and animals. Read-alouds from books such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. ~~Recognize and name all upper and lowercase letters of the alphabet.~~

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. ~~Count, pronounce, blend, and segment syllables in spoken words.~~
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{5*} (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. ~~Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.3](#) Use a combination of drawing, dictating, and writing to narrate a single event or experience or several loosely linked events, or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

A kindergartner tells the story, in pictures and words, of everything that happened on a night at an aunt's house. See "Auntie and Me," a kindergarten personal narrative writing sample, Writing Standards in Action. (W.K.2, W.K.3, W.K.5, L.K.1, L.K.2, L.K.5, L.K.6)

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- a. (Begins in grade 3)
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

W.K.6 With guidance and support from adults, explore

W.K.10 Write or dictate writing routinely for a range of tasks, purposes, and audiences.

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

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

~~b. Continue a conversation through multiple exchanges.~~

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

For example, pairs of students make audio recordings of poems in which each child speaks alternate lines or verses. They listen to the recordings and decide whether both voices are clear, sufficiently loud, and easy to understand.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

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).

b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

c. Form regular plural nouns orally by adding /s/ or /es/

For example, students make an illustrated list of plural nouns that end just in “s”—cats, boats, car—and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Print upper- and lowercase letters.

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

c. Recognize and name end punctuation.

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

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

~~f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

b. (deleted at the K level)

- [L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.
- ~~a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.~~
 - ~~b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
 - ~~d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.~~

[L.K.6](#) Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to the Standards for Mathematical Practice*

6. Attend to precision

See the Rhode Island Mathematics Standards.

Grade K, Module 6
Curious About Kindergarten

Overview

Number of Instructional Days: 20

Essential Question: What Makes the USA special?

Writing Type: Informational Writing

In this module, children meet some of our greatest leaders, from Washington to King. They discover our unique symbols, like the bald eagle and apple pie, and our enduring freedoms. They explore our different landscapes and diverse people, learning that we all contribute to making the USA special.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> ● Genre Focus: Poetry and Song ● Listening Comprehension ● Oral Language ● Visualize ● Describe Connections ● Make Connections ● Print Concepts: Concept of a Word; Concept of a Sentence ● Make and Check Predictions ● Rhythm and Rhyme ● Genre Focus: Biography ● Author’s Purpose ● Author’s Craft 	<p>Phonological Awareness: initial sounds, medial sounds, final sounds, blending, segmenting</p> <p>Phonics: Consonant z /z/, Initial Blends st, sp, sl, sn, cl and fl, Final Blends st and nd, Review Short Vowels, Read Decodable Texts</p> <p>High Frequency Words</p>	<p>Informational Writing</p> <p>Grammar: Prepositions for, to, from, of and with; Pronouns he, she, they, them and theirs</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher’s Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Form Letters Zz 		

Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.

*For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, *Anansi the Spider*; students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)*

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.5](#) Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

*For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: *pancakes*. The two texts are Tomie DePaola's book *Pancakes for Breakfast* and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)*

[RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

[RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[RL.K.9](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text. (see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.K.5](#) Identify the front cover, back cover, and title page of a book.

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

For example, students study the life cycles of plants and animals. Read-alouds from books

such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- ~~b. Recognize that spoken words are represented in written language by specific sequences of letters.~~
- c. Understand that words are separated by spaces in print.
- ~~d. Recognize and name all upper and lowercase letters of the alphabet.~~

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- ~~b. Count, pronounce, blend, and segment syllables in spoken words.~~
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{6*} (This does not include CVCs ending with /l/, /r/, or /x/.)
- ~~e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

How do you play football? A student explains it all in this illustrated how-to book created during a unit on informational writing. See "How to Play Football," a kindergarten writing sample, Writing Standards in Action. (W.K.2, L.K.1, L.K.2)

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- a. (Begins in grade 3)
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.10 Write or dictate writing routinely for a range of tasks, purposes, and audiences.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- 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).
- b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

- c. Form regular plural nouns orally by adding /s/ or /es/
For example, students make an illustrated list of plural nouns that end just in “s”—cats, boats, car— and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- b. Capitalize the first word in a sentence and the pronoun *I*.
- c. Recognize and name end punctuation.
- ~~d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).~~
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- ~~f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- ~~a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.~~
- ~~b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
- c. Identify real-life connections between words and their use (e.g., note places at school

that are colorful

- d. ~~Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.~~

[L.K.6](#) Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to the Standards for Mathematical Practice*

6. Attend to precision

See the Rhode Island Mathematics Standards.

Grade K, Module 7
Curious About Kindergarten

Overview

Number of Instructional Days: 20

Essential Question: What Can I learn when I look closely?

Writing Type: Narrative Writing

Kindergartners are natural explorers. When we guide them to stop and look closely at new things—or at familiar things in new ways—they make rich discoveries.

The texts in this module inspire children to zoom in, whether it’s exploring a fascinating corner of nature, like the world of ants, or appreciating beauty in everyday experiences, like a man strumming his guitar on the bus. Children will look closely, think differently, ask questions, and make connections.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> ● Ask and Answer Questions ● Listening Comprehension ● Oral Language ● Retell a Story ● Describe Setting ● Print Concepts: End Punctuation ● Describe Connections ● Visualize ● Author’s Purpose ● Make Inferences ● Compare and Contrast Texts ● Genre Focus: Persuasive Texts ● Evaluate Details ● Opinions and Reasons ● Make Connections 	<p>Phonological Awareness: initial sounds, final sounds, blending, segmenting, rhyme</p> <p>Phonics: Double Final Consonants -ss, -ff, -ll, -zz, Final -ck /k/, Initial Digraphs sh, ch, th /TH/ and wh /w/, Final -ck and Digraphs sh, ch, th and wh, Read Decodable Texts</p> <p>High Frequency Words</p>	<p>Narrative Writing</p> <p>Poetry Writing</p> <p>Grammar: Prepositions in, out, on, off and by; Exclamations</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher’s Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Review all letters 		

Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.

For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider; students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.5](#) Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).

For example, students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola's book Pancakes for Breakfast and Christina Rossetti's poem "Mix a Pancake." After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1)

[RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

[RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text. (see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.K.5](#) Identify the front cover, back cover, and title page of a book.

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

For example, students study the life cycles of plants and animals. Read-alouds from books

such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- ~~b. Recognize that spoken words are represented in written language by specific sequences of letters.~~
- ~~c. Understand that words are separated by spaces in print.~~
- ~~d. Recognize and name all upper and lowercase letters of the alphabet.~~

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- ~~b. Count, pronounce, blend, and segment syllables in spoken words.~~
- ~~c. Blend and segment onsets and rimes of single syllable spoken words.~~
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{7*} (This does not include CVCs ending with /l/, /r/, or /x/.)
- ~~e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- ~~b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.~~
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.3](#) Use a combination of drawing, dictating, and writing to narrate a single event or experience or several loosely linked events, or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

A kindergartner tells the story, in pictures and words, of everything that happened on a night at an aunt's house. See "Auntie and Me," a kindergarten personal narrative writing sample, Writing Standards in Action. (W.K.2, W.K.3, W.K.5, L.K.1, L.K.2, L.K.5, L.K.6)

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- a. (Begins in grade 3)
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.10 Write or dictate writing routinely for a range of tasks, purposes, and audiences.

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

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- ~~b. Continue a conversation through multiple exchanges.~~

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

For example, pairs of students make audio recordings of poems in which each child speaks alternate lines or verses. They listen to the recordings and decide whether both voices are clear, sufficiently loud, and easy to understand.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- 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).
- b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

- ~~c. Form regular plural nouns orally by adding /s/ or /es/~~

~~*For example, students make an illustrated list of plural nouns that end just in “s”—cats, boats, car—and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)*~~

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- b. Capitalize the first word in a sentence and the pronoun *I*.
- c. Recognize and name end punctuation.

- ~~d. Write a letter or letters for most consonant and short vowel sounds (phonemes).~~
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- ~~f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- ~~a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.~~
- ~~b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to the Standards for Mathematical Practice*

6. Attend to precision

See the Rhode Island Mathematics Standards.

Grade K, Module 8
Curious About Kindergarten

Overview

Number of Instructional Days: 20

Essential Question: How do plants become food?

Writing Type: Opinion Writing

From down in the dirt to the top of the ground, there are many things happening that help plants grow in the garden. Children will find out how bugs, worms, snakes, and even skunks help us grow the seeds, roots, stems, leaves, and flowers that we eat.

This module serves up some fun foods like peanut butter and jelly sandwiches and rainbow stew. Are you hungry yet? Well, start reading!

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> ● Make and Check Predictions ● Listening Comprehension ● Oral Language ● Use Text Features ● Steps in a Sequence ● Print Concepts: One to One Correspondence ● Synthesize Information ● Compare and Contrast ● Set a Purpose ● Evaluate Details ● Visualize ● Author’s Purpose and Craft 	<p>Phonological Awareness: medial sounds, final sounds, blending, segmenting, syllables</p> <p>Phonics: Long a, e, i, o, u, Soft c, Soft g, Read Decodable Texts</p> <p>High Frequency Words</p>	<p>Opinion Writing</p> <p>Grammar: Complete Sentences; Fixing Incomplete Sentences; Future-Tense Verbs; Past and Present Tense Verbs</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher’s Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Review all letters 		

Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.
For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, Anansi the Spider; students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

[RL.K.9](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text.
(see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

[RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
For example, students study the life cycles of plants and animals. Read-alouds from books such as One Bean by Anne Rockwell, From Seed to Plant by Gail Gibbons, and A Tree is a Plant by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- ~~b. Recognize that spoken words are represented in written language by specific sequences of letters.~~
- c. Understand that words are separated by spaces in print.
- ~~d. Recognize and name all upper and lowercase letters of the alphabet.~~

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- ~~a. Recognize and produce rhyming words.~~
- ~~b. Count, pronounce, blend, and segment syllables in spoken words.~~
- ~~c. Blend and segment onsets and rimes of single-syllable spoken words.~~
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{8*} (This does not include CVCs ending with /l/, /r/, or /x/.)
- ~~e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.~~

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.1](#) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- a. (Begins in grade 3)
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

[W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[W.K.10](#) Write or dictate writing routinely for a range of tasks, purposes, and audiences.

[SL.K.1](#) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

[SL.K.2](#) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

[SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

[L.K.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- 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).
- b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

- c. Form regular plural nouns orally by adding /s/ or /es/
For example, students make an illustrated list of plural nouns that end just in “s”—cats, boats, car— and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)

[L.K.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- b. Capitalize the first word in a sentence and the pronoun *I*.
- c. Recognize and name end punctuation.
- ~~d. Write a letter or letters for most consonant and short vowel sounds (phonemes).~~
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- ~~f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

[L.K.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. (deleted at the K level)

[L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.

- ~~a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.~~
- ~~b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)

- d. ~~Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.~~

[L.K.6](#) Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. *Connections to the Standards for Mathematical Practice**

6. *Attend to precision*

See the Rhode Island Mathematics Standards.

Grade K, Module 9
Curious About Kindergarten

Overview

Number of Instructional Days: 20

Essential Question: What makes a habitat a home?

Writing Type: Research Writing

Animals live everywhere, from the lush rainforests, to the arid deserts, to the freezing polar regions. Their habitats may seem like different worlds, but all animals need water, food, and shelter to survive. These things are what make a habitat a home.

In this module, children get up-close with black bears and bumblebees, with penguins and peccaries. They discover how each animal is uniquely suited to its environment—and see that animals’ needs aren’t so different from their own.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing Workshop
<ul style="list-style-type: none"> ● Set a Purpose ● Listening Comprehension ● Oral Language: Academic Vocabulary ● Evaluate Details ● Key Details ● Review Print Concepts: Book Parts and Orientation; Directionality; Concept of a Word; concept of a Sentence ● Synthesize Ideas ● Describe Setting ● Make Connections ● Author’s Craft ● Retell a Story ● Plot: Problem and Solution 	<p>Phonological Skills: syllables, phonemes</p> <p>Phonics: Consonants/Short Vowels, Consonant Blends Digraphs, Long Vowels, Review Consonants and Short Vowels, Review Blending Words Review Consonant Blends and Short Vowels, Review Digraphs/Short Vowels, Review Consonants/Long Vowels, Read Decodable Texts</p> <p>High Frequency Words</p>	<p>Research Writing</p> <p>Grammar: The Five W’s: Who, What, When, Why, Where; Using Question Marks; Sentence Types and End Marks</p>
Handwriting		
<p>Grade K begins by introducing students to the alphabet song and all letter names and formations. Print handwriting is embedded in the Teacher’s Guide lessons for Alphabet Knowledge and Phonics. A routine called Write and Reveal is consistently used to encourage every-student participation and practice with writing the letter.</p> <ul style="list-style-type: none"> ● Review all letters 		

Standards

[Click on the standard to view the progression of standards.](#)

[RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RL.K.2](#) With prompting and support, retell familiar stories, including key details.
*For example, after hearing their teacher read and show the illustrations in Gerald McDermott's picture book version of a traditional African tale, *Anansi the Spider*, students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)*

[RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[RL.K.4](#) Ask and answer questions about unknown words in a text.

[RL.K.6](#) With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.

[RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[RI.K.4](#) With prompting and support, ask and answer questions about unknown words in a text. (see Kindergarten Language standards 4-6 on applying knowledge of vocabulary to reading.)

[RI.K.5](#) Identify the front cover, back cover, and title page of a book.

[RI.K.6](#) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

[RI.K.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
*For example, students study the life cycles of plants and animals. Read-alouds from books such as *One Bean* by Anne Rockwell, *From Seed to Plant* by Gail Gibbons, and *A Tree is a Plant* by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6)*

[RI.K.8](#) With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[RI.K.10](#) Actively engage in group reading activities with purpose and understanding.

[RF.K.1](#) Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- ~~b. Recognize that spoken words are represented in written language by specific sequences of letters.~~
- c. Understand that words are separated by spaces in print.
- ~~d. Recognize and name all upper and lowercase letters of the alphabet.~~

[RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- ~~a. Recognize and produce rhyming words.~~
- ~~b. Count, pronounce, blend, and segment syllables in spoken words.~~
- ~~c. Blend and segment onsets and rimes of single-syllable spoken words.~~
- ~~d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{9*} (This does not include CVCs ending with /l/, /r/, or /x/-)~~
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

[RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.4](#) Read early-emergent-reader texts with purpose and understanding.

[W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

How do you play football? A student explains it all in this illustrated how-to book created during a unit on informational writing. See "How to Play Football," a kindergarten writing sample, Writing Standards in Action. (W.K.2, L.K.1, L.K.2)

[W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- a. (Begins in grade 3)
- b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6).

[W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[W.K.7](#) Participate in shared research and writing projects (e.g., explore a number of books by a favorite

author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.10 Write or dictate writing routinely for a range of tasks, purposes, and audiences.

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

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Sentence Structure and Meaning

- 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).
- b. Form questions that seek additional information, rather than a simple yes/no answer.

Word Usage

~~e. Form regular plural nouns orally by adding /s/ or /es/~~

~~For example, students make an illustrated list of plural nouns that end just in "s" — cats, boats, car — and those that need "es" — classes, bushes, boxes. (W.K.10, L.K.1)~~

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- b. Capitalize the first word in a sentence and the pronoun *I*.
- c. Recognize and name end punctuation.
- d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- f. ~~Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).~~

L.K.5 With guidance and support from adults, explore word relationships and nuances in word

meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- ~~b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).~~
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
- ~~d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.~~

[L.K.6](#) Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

*For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book *Ten Little Monkeys Jumping on the Bed*, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: “Eight little monkeys jumping on the bed, one fell off and then there were....” Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers. Connections to the Standards for Mathematical Practice*

6. Attend to precision

See the Rhode Island Mathematics Standards.