2023
RI Early Learning & Development STANDARDS:

Pre-Kindergarten – Grade 1 Alignment Guidance

Table of Contents

Language Development Overview

Age/Grade Level	48-60 Months	Kindergarten	Grade 1
Standard	Rhode Island Early Learning and Development Standards (2023)	Rhode Island Core Standards for English Language Arts/Literacy (2021)	Rhode Island Core Standards for English Language Arts/Literacy (2021)
Components/ Subdomains	LD 1: Receptive/Interpretive Language LD 2: Expressive Language LD 3: Pragmatics LD 4: Language Development of Multilingual Learners	Speaking and listening (SL), Language (L)	Speaking and listening (SL), Language (L)

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS LD 1: Receptive/Interpretive Language **Children attend to, understand, and respond to increasingly complex language.** • Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas. • Respond appropriately to a specific and varied vocabulary. • Follow detailed, multistep directions	**SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small or 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.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or 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. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS LD 2: Expressive Language **Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.** • Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors. • Expand their vocabulary with words of increasing specificity and variety in their home language (words, signs, and/or alternative communication) • Demonstrate an increasing knowledge of the meanings of word and skill in determining the meaning of unknown words. • Use increasingly complex, longer sentences, including sentences that combine two or three phrases. • Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement pronouns, possessives, and regular and irregular past tense	**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.** **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.** 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/. **L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.** • Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*)	**SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.** **SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.** **SL.1.6: Produce complete sentences when appropriate to task and situation.** **L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.** a. Produce and expand simple and compound sentences. b. Demonstrate understanding that a question is a type of sentence. c. Use singular and plural nouns with matching verbs in sentences. d. Use verbs in sentences to convey a sense of past, present, and future. e. Use common, proper, and possessive nouns. f. Use personal, possessive, and indefinite pronouns. g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles. **L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies**

verbs in their home language (words, signs, and/or alternative communication).	**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.**	a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) at their inflectional forms (e.g., *looks, looked, looking*). **L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.** a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. **L.1.6: Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.**

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS LD 3: Pragmatics **Children understand, follow, and use appropriate social and conversational rules.** • Follow culturally appropriate/accepted norms of communication in group settings with increasing independence. • Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously. • Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes.	**SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small or 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.** **L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**	**SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.** a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** **SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.** **SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.** **SL.1.6: Produce complete sentences when appropriate to task and situation.**

	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). **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.**	**L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.** a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). **L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.** a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. **L.1.6: Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships.**

Literacy Development Overview

Age/Grade Level	48-60 Months	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
Standards & Domain	Rhode Island Early Learning and Development Standards (2023)	Rhode Island Core Standards for English Language Arts/Literacy (2021)	Rhode Island Core Standards for English Language Arts/Literacy (2021)
Domain/Content Area	L 1: Phonological Awareness L 2: Print Concepts L 3: Comprehension and Interest L 4: Literacy Development for Multilingual Learners L 5: Emergent Writing	Reading • Reading Standards for Literature (RL) • Reading Standards for Informational Text (RI) • Reading Standards for Foundational Skills (RF) Writing (W)	Reading • Reading Standards for Literature (RL) • Reading Standards for Informational Text (RI) • Reading Standards for Foundational Skills (RF) Writing (W)

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS L.1: Phonological Awareness **Children Demonstrate awareness of spoken words, syllables, and sounds (phonemes).** • Match beginning sounds of some words; are able to name several words that begin with the same initial sound**.** • Produce words (real or nonsense) that rhyme with other common words**.** • Identify whether two words begin with the same sound (e.g., when an adult gives three or four oral words, children can select those that begin with the same sound, although they may not be able to identify the letter). • Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear"). • With modeling and support, count, pronounce, blend, and segment onsets and rimes of single syllable spoken words (e.g., "say	**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 (This does not include CVCs ending with /l/, /r/, or /x/.)	**RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

map; say map again without the /m/”).		

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS L.2.a: Print Concepts **Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.** • Recognize and name at least half of the letters in the alphabet, including upper- and lower-case letters, letters in their own name (first name and last name) as well as letters that occur frequently in environmental print**.** • With support, recognize and produce the sound for letters**.** • Relate letters to specific sounds that the letters represent**.** • Recognize beginning sound in familiar words**.** • Demonstrate and understanding that strings of letters represent a sequence of spoken sounds	**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 sound or many of the most frequent sounds for each consonant b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.1: Demonstrate understanding of the organization and basic features of print.** b. Recognize that spoken words are represented in written language by specific sequences of letters. d. Recognize and name all upper- and lowercase letters of the alphabet.	**RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.** a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS L.2.b: Print Concepts **Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words that are represented by text.** • Identifies and describes the role of an author/illustrator of a book**.** • Identify familiar words in books and the environment**.** • Make connections between illustrations and text**.** • Recognize their own name and those of their siblings or friends.	**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).** **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 the 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).** **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.	**RL.1.5. Identify characteristics of common types of stories, including folktales and fairy tales.** **RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.** **RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.** **RI.1.7: Use the illustrations and details in a text to describe its key ideas.** **RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** **RF.1.1: Demonstrate understanding of the organization and basic features of print.** a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

	c. Understand that words are separated by spaces in print.	

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS L.3: Comprehension and Interest **Children show interest and an understanding of a variety of literacy experiences.** • Attend to and request longer and more complex books or stories**.** • Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions) • Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories. • Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships. • Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and describing the life cycle of a butterfly) • With guidance and support, relate events and information from stories to their own experiences**.**	**RL.K.1. With prompting and support, ask and answer questions about key details in a text.** **RL.K.2: With prompting and support, retell familiar stories, including key details.** **RL.K.3: With prompting and support, identify characters, settings, and major events in a story.** **RL.K.4: Ask and answer questions about unknown words in a text.** **RL.K. 5: Identify characteristics of common types of stories, including folktales and fairy tales.** **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.**	**RL.1.1: Ask and answer questions about key details in a text.** **RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.** **RL.1.3: Describe characters, settings, and major events in a story, using key details.** **RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** **RL.1.6: Identify who is telling the story at various points in the text.** **RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.** **RL.1.9: Compare and contrast the adventures and experiences of characters in stories.** **RL.1.10: With prompting and support, read and comprehend literacy texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.** **RI.1.1: Ask and answer questions about key details in a text.** **RI.1.2: Identify the main topic and retell key details of a text.**

• Ask and answer questions about unfamiliar words in a story, poem, or informational text read aloud**.** • Use new vocabulary acquired through reading**.** • Act out characters and events from a story, poem, or informational text read aloud.	**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.** **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).** **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, procedures).** **RI.K.10: Actively engage in group reading activities with purpose and understanding.** **RF.K.4: Read early-emergent-reader texts with purpose and understanding.** **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.**	**RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.** **RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.** **RI.1.7: Use illustrations and details in a text to describe its key ideas.** **RI.1.8: Identify the reasons an author gives to support points in a text.** **RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** **RI.1.10: With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.** **RF.1.4: Read with sufficient accuracy and fluency to support comprehension.** a. Read grade-level text and purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.1.3: Ask and answer questions about what a speaker says in order to gather additional**

	SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **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*). **L.K.6: Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding texts.**	**information or clarify something that is not understood.**

RIELDS & Rhode Island Core Standards for ELA/Literacy Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core ELA/Literacy)	Grade 1 (RI Core ELA/Literacy)
RIELDS L.5: Emergent Writing **Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.** • With modeling and support, use writing and/or digital tools to communicate information, tell a story, or answer a question**.** • Dictate longer and more complex ideas, sentences, and stories**.** • Write their first name nearly correctly (may switch the order of letters or write some letters backwards) • With modeling and support, write numerals one through ten**.** • With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms. • Use writing to convey meaning**.** • Engage in independent writing activities during routine times (e.g.,	**W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces that 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.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.** **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 narrative appropriate and provide a reaction to what it describes.** a. For poems, use rhyming words to create structure. **W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.** b. Demonstrate the ability to use vocabulary appropriate for kindergarten. **W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including 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.1.1: Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.** **W.1.2: Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.** **W.1.3: Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.** a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure. **W.1.4: Produce writing in which the development and organization are appropriate to task, purpose, and audience.** **W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.** b. Demonstrate the ability to choose and use appropriate vocabulary. **W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

intentionally writing in their own journal at developmental level). • Generate a plan for writing (e.g., articulate a purpose for writing).	**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.** **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.** 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. **L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling while 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. f. Write numbers 0-20.	**W.1.7: Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).** **W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question** **W.1.10: Write routinely for a range of tasks, purposes, and audiences.** **L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.** a. Produce and expand simple and compound sentences. **L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Print legibly all upper- and lowercase letters. g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

Mathematics Overview

Age/Grade Level	48-60 Months	Kindergarten	Grade 1
Standard	Rhode Island Early Learning and Development Standards (2023)	Rhode Island Core Standards for Mathematics (2021)	Rhode Island Core Standards for Mathematics (2021)
Components/ Subdomains	M 1: Number Sense and Quantity M 2: Number Relationships and Operations M 3: Classification and Patterning M 4: Measurement, Comparison, and Ordering M 5: Geometry and Spatial Sense	Counting and Cardinality (CC), Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT) Measurement and Data (MD) Geometry (G)	Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT) Measurement and Data (MD) Geometry (G)

RIELDS & Rhode Island Core Standards for Mathematics Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core Mathematics)	Grade 1 (RI Core Mathematics)
RIELDS M 1: Number Sense and Quantity **Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.** • Quickly name the number in a group of objects, up to 10. • Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern. • Use strategies to count large sets of objects (more than 10). • Know the number that comes before or after a specific number (up to 20). • Recognize and order each written numeral up to 10. • Associate a quantity with a written numeral up to 10.	**K.CC.A: Know number names and the count sequence.** 1. Count to 100 by ones and tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at one). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CC.B: Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. Recognize the one more pattern of counting using objects. 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered	**1.OA.C: Add and subtract within 20.** 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) **1.NBT.A: Extend the counting sequence.** 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

	configuration; given a number from 1-20, count out that many objects. **K.CC.C: Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to 10 objects, e.g., by using matching and counting strategies. 7. Compare two numbers between 1 and 10 presented as written numerals.	

RIELDS & Rhode Island Core Standards for Mathematics Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core Mathematics)	Grade 1 (RI Core Mathematics)
RIELDS M 2: Number Relationships and Operations **Children learn to use numbers to compare quantities and solve mathematical situations.** • Use counting to compare 2 sets of objects and to determine which set has more, less, or the same than the other. • Understand that adding one or taking away one changes the number in a group of objects by exactly one. • Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.	**K.OA.A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** 1. Represent addition and subtraction with objects, fingers, mental images, drawings,3 sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 +1). 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5, including zero. **K.NBT.A: Work with numbers 11-19 to gain foundations for place value.** 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawing, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**1.OA.A: Represent and solve problems involving addition and subtraction.** **1.** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations (number sentences) with a symbol for the unknown number to represent the problem. **2.** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.B: Understand and apply properties of operations and the relationship between addition and subtraction** 3. Apply properties of operations to add. 4. Understand subtraction as an unknown-addend problem. **1.OA.C: Add and subtract within 20.** 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12,

		one knows 12 – 8 = 4); and creating equivalent but **1.OA.D: Work with addition and subtraction equations.** 7. Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. **1.NBT.B: Understand place value.** 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones-called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **1.NBT.C: Use place value understanding and properties of operations to add and subtract.** **4.** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the

		strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **5.** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value. **6.** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

RIELDS & Rhode Island Core Standards for Mathematics Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core Mathematics)	Grade 1 (RI Core Mathematics)
RIELDS M 3: Classification and Patterning **Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.** • Sort objects by more than one attribute (e.g., color and shape) into two or more groups. • Sort sets of objects by one characteristic, then sort by a different characteristic and explain the sorting rules**.** • Extend sequential patterns and replicate these patterns using different materials or modes. • Identify the core unit of sequentially repeating patterns. • Replicate and extend simple growing (or enlarging) patterns.	**K.CC.B. Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is larger. Recognize the one more pattern of counting using objects. **K.MD.A: Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **K.MD.B: Classify objects and count the number of objects in each category**. 3. Classify objects into given categories; count the numbers of objects in each category (up to and including 10) and sort the categories by count.	**1.OA.C: Add and subtract within 20.** 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) **1.MD.A: Measure lengths indirectly and by iterating length units.** 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. **1.MD.C: Represent and Interpret data.** 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another. **1.NBT.C: Use place value understanding and properties of operations to add and subtract.** 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Identify arithmetic patterns of 10 or more and 10 less than using strategies based on place value.

RIELDS & Rhode Island Core Standards for Mathematics Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core Mathematics)	Grade 1 (RI Core Mathematics)
RIELDS M 4: Measurement, Comparison, and Ordering **Children learn to measure objects by their various attributes to make comparisons.** • Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest) • Use some appropriate tools to measure different attributes. • Use measurement language to describe the attributes of objects.	**K.MD.A: Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **K.MD.B: Classify objects and count the number of objects in each category**. 3. Classify objects into given categories; count the numbers of objects in each category (up to and including 10) and sort the categories by count.	**1.MD.A: Measure lengths indirectly and by iterating length units.** 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. **1.MD.B: Tell and write time.** 3. Tell and write time in hours and half-hours using analog and digital clocks. **1.MD.C: Represent and interpret data.** 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another. **1.MD.D: Work with money** 5. Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., $0.69). Use the values of coins in the solutions of problems (up to 100 cents).

RIELDS & Rhode Island Core Standards for Mathematics Alignment

48-60 Months (RIELDS)	Kindergarten (RI Core Mathematics)	Grade 1 (RI Core Mathematics)
RIELDS M 5: Geometry and Spatial Sense **Children learn to identify shapes and their attributes, solve mathematical situations using shapes, and explore the positions of objects in space.** • Describe and compare shapes using their attributes in their home language(s) • Combine and separate shapes to make other shapes**.** • Build more complex models of buildings, structures, or areas. • Correctly name familiar shapes in their home language(s) . • Correctly name some three-dimensional shapes in their home language(s) . • Understand and sue language or similar words in their home language(s) related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind.”	**K.G.A: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. 2. Correctly name shapes regardless of their orientation or overall size. 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). **K.G.B: Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes.	**1.G.A: Reason with shapes and their attributes.** **1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes. **2.** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. **3.** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Science Development Overview

Age/Grade Level	48-60 Months	Kindergarten	Grade 1
Standard	Rhode Island Early Learning and Development Standards (2023)	Next Generation Science Standards (2013)	Next Generation Science Standards (2013)
Components/Sub-Domains	S 1: Scientific Practices and Application S 2: Physical Science S 3: Earth and Space Science S 4: Life Science	Physical Science (PS), Life Science (LS), Earth and Space Science (ESS)	Physical Science (PS), Life Science (LS), Earth and Space Science (ESS)

RIELDS & The Next Generation Science Standards Alignment

48-60 Months (RIELDS)	Kindergarten (NGSS)	Grade 1 (NGSS)
RIELDS S 1: Scientific Practices and Application **Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.** • With support, contribute questions, observations, and ideas to a group discussion on a topic of shared interest and begin to demonstrate curiosity about the world outside of their immediate environment. • With support, use a variety of standard and nonstandard tools for data collection and recording. • Plan and carry out simple investigations independently or in a small group to answer a cause-and-effect question, test a prediction, or solve a problem. • Identify increasingly complex relationships in	**Scientific and Engineering Practices (K-2)** **1. Ask questions and define problems, progressing to simple descriptive questions that can be tested.** • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. **2. Develop and use models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or solutions.** • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. **3. Plan and carry out simple investigations, based on fair tests, which provide data to support explanations or design solutions.** • With guidance, plan, and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. **4. Analyze and interpret data, progressing to collecting, recording, and sharing observations.** • Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events). • Analyze data from tests of an object or tool to determine if it works as intended. **5. Use mathematics and Computational Thinking to recognize that mathematics can be used to describe the natural and designed world(s).** • Decide when to use qualitative vs. quantitative data.	

the designed and natural worlds. • Use demonstration, drawings, photos, and models, to record, represent, and communicate their experiences and ideas with others in group discussions. • Increasingly be able to make inferences and construct explanations (which may or may not be scientifically correct) based on a wider range of experiences	• Use counting and numbers to identify and describe patterns in the natural and designed world(s). • Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. • Use quantitative data to compare two alternative solutions to a problem. **6. Construct explanations and design solutions, using evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.** • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. **7. Engage in argument from evidence, comparing ideas and representations about the natural and designed world(s).** • Identify arguments that are supported by evidence. • Distinguish between explanations that account for all gathered evidence and those that do not. • Analyze why some evidence is relevant to a scientific question and some is not. • Distinguish between opinions and evidence in one's own explanations. • Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument. • Construct an argument with evidence to support a claim. • Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence. **8. Obtain, evaluate, and communicate information, using observations and texts to communicate new information.** • Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). • Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim. • Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.

RIELDS & The Next Generation Science Standards Alignment

48-60 Months (RIELDS)	Kindergarten (NGSS)	Grade 1 (NGSS)
RIELDS S 2: Physical Science **Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).** • Make, describe, and compare increasingly detailed observations of objects' properties. • Consider multiple object properties when making predictions and doing investigations. • Demonstrate increased understanding of structure and function in the natural and designed world. • Demonstrate understanding that properties of objects and materials may change when they are heated, cooled, or mixed. • Demonstrate understanding that applied and natural forces cause things to move or change speed or direction.	**K-PS2: Motion and Stability: Forces and Interactions** K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. PS2.C: Relationship Between Energy and Forces • A bigger push or pull makes things speed up or slow down more quickly. K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. ETS1.A: Defining Engineering Problems • A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.	**1-PS4: Waves and their Applications in Technologies for Information Transfer** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. PS4.A: Wave Properties • Sound can make matter vibrate, and vibrating matter can make sound. 1-PS4-2: Make observations to construct an evidence-based account that objects can be seen only when illuminated. PS4.B: Electromagnetic Radiation • Objects can be seen if light is available to illuminate them or if they give off their own light. 1-PS4-3: Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. PS4.B: Electromagnetic Radiation • Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light).

	K-PS3: Energy K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface. PS3.B: Conservation of Energy and Energy Transfer • Sunlight warms Earth's surface. K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. PS3.B: Conservation of Energy and Energy Transfer • Sunlight warms Earth's surface.	1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. PS4.C: Information Technologies and Instrumentation • People also use a variety of devices to communicate (send and receive information) over long distances.

RIELDS & The Next Generation Science Standards Alignment

48-60 Months (RIELDS)	Kindergarten (NGSS)	Grade 1 (NGSS)
RIELDS S 3: Earth and Space Science **Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.** • Use increasingly complex vocabulary to describe natural elements. • Demonstrate a beginning understanding that designed objects are made from natural materials. • Describe changes that are occurring the natural environment over increasingly long periods of time. • Demonstrate a beginning understanding that the sky and objects in it appear to change over time. • Demonstrate a beginning understanding that all plants and animals depend on the environment to survive.	**K-ESS2: Earth's Systems** K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time. ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. ESS2.E: Biogeology • Plants and animals can change their environment. ESS3.C: Human Impact on Earth Systems • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. **K-EES3: Earth and Human Activity** K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. ESS3.A: Natural Resources • Living things need water, air, and resources from the land, and they live in places that have the things they	**1-ESS1: Earth's Place in the Universe** 1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted. ESS1.A: The Universe and its Stars • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. 1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of the year. ESS1.B: Earth and the Solar System • Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

	need. Humans use natural resources for everything they do. K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. ESS3.B: Natural Hazards • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. ETS1.A: Defining and Delimiting an Engineering Problem • Asking questions, making observations, and gathering information are helpful in thinking about problems. K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. ESS3.C: Human Impacts on Earth Systems • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. ETS1.B: Developing Possible Solutions • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	

RIELDS & The Next Generation Science Standards Alignment

48-60 Months (RIELDS)	Kindergarten (NGSS)	Grade 1 (NGSS)
RIELDS S 4: Life Science **Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.** • Describe the characteristics that define living things. • Compare, contrast, and/or categorize different types of plants and animals. • Begin to distinguish between wants and needs of living things. • Generate ideas about needs that living things and/or all animals share and how their specific needs may be different. • Ask and answer questions about changes in the appearance, behavior, and habitats of living things. • Wonder and think about how animals adapt to different weather conditions and where they go when not found in the environment. • Make inferences about why specific plants or animals live where they do and how they get their needs met in that place.	**K-LS1: From Molecules to Organisms: Structures and Processes** K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. LS1.C: Organization for Matter and Energy Flow in all Organisms • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	**1-LS1: From Molecules to Organisms: Structures and Processes** 1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. LS1.A: Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. 1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. LS1.B: Growth and Development of Organisms • Adult plants and animals can have young. In many kinds of animals, plants, and the offspring themselves engage in behaviors that help the offspring to survive.

		1-LS3: Heredity: Inheritance and Variation of Traits 1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. LS3.A: Inheritance of Traits • Young animals are very much, but not exactly like, their parents. Plants are also very much, but not exactly like, their parents. LS3.B: Variation of Traits • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

Social Studies Development Overview

Age/Grade Level	48-60 Months	Kindergarten	Grade 1
Standard	Rhode Island Early Learning and Development Standards (2023)	Rhode Island's Social Studies Standards: For Grades Kindergarten through Twelve (2023)	Rhode Island's Social Studies Standards: For Grades Kindergarten through Twelve (2023)
Components/Sub-Domains	SS 1: Civics & Government SS 2: Economics SS 3: History SS 4: Geography	Civics and Government • Power; Rules and laws; and Rights and Responsibilities History • Change/Continuity; Historical Perspectives; Individuals/Groups Geography • Human, physical, and environmental interactions; Human Systems and Populations; The World in Spatial terms Economics • Scarcity/Abundance; Producers/Consumers; Economics/Government	Civics and Government • Power; Rules and laws; and Rights and Responsibilities History • Change/Continuity; Historical Perspectives; Individuals/Groups Geography • Human, physical, and environmental interactions; Human Systems and Populations; The World in Spatial terms Economics • Scarcity/Abundance; Producers/Consumers; Economics/Government

RIELDS & Rhode Island Social Studies Standards

48-60 Months (RIELDS)	Kindergarten (RI SS Standards)	Grade 1 (RI SS Standards)
RIELDS SS 1: Civics & Government **Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.** • Demonstrate understanding of the need for rules in the home, classroom, and/or community and what happens when rules are not followed. • Seek out opportunities for leadership. • Suggest ways to resolve social conflicts independently and in cooperation with others. • Begin to explore basic principles of democracy. • Begin to recognize symbols that represent groups or communities.	**SSK.1.1: Members of and roles in families** • Explain families, family roles, and family rules through look at the student's own, those of classmates, and those represented in literature. **SSK.1.2: Family locations in the local community** • Explain the physical location of students' and classmates' families within the community and the relationships between families and the community **SSK.2.1: School location in the local community** • Analyze the school's place within the local community geographically, socially, and economically. **SSK.2.2: Roles and responsibilities in schools** • Analyze rules, roles, and responsibilities at school. **SSK.2.3: Classroom citizenship** • Explain the roles and responsibilities of being classroom citizens. **SSK.3.2: Roles in the community and community citizenship** • Analyze the ways members of a community interact, help each other, and contribute to the community as a whole.	**SS1.3.2: Jobs and careers** • Analyze different jobs and careers and how they contribute to the community and economy. **SS1.4.1: Community citizenship** • Analyze the rights and responsibilities that come with being a citizen of a community. **SS1.4.2: Community leaders** • Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader. **SS1.4.3: Rules and responsibilities** • Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings. **SS1.4.4: Resolving problems** • Explain how to resolve problems in different settings. **SS1.4.5: Creating positive social change** • Explain how people create positive social change and the ways students can contribute.

RIELDS & Rhode Island Social Studies Standards

48-60 Months (RIELDS)	Kindergarten (RI SS Standards)	Grade 1 (RI SS Standards)
RIELDS SS 2: Economics **Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.** • Communicate the roles and purposes of several occupations, especially those the child is familiar with. • Demonstrate awareness of the relationship between jobs, money, and its exchange. • Explore ways people have to meet their needs.	**SSK.1.2: Family locations in the local community** • Explain the physical location of students' and classmates' families within the community and the relationships between families and the community. **SSK.1.4: Family needs and wants** • Explain the differences between needs and wants and how these concepts impact family units. **SSK.2.1: School location in the local community** • Analyze the school's place within the local community geographically, socially, and economically. **SSK.3.1: Neighborhood boundaries and nearby neighborhoods** • Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined. **SSK.3.2: Roles in the community and community citizenship** • Analyze the ways members of a community interact, help each other, and contribute to the community as a whole. **SSK.4.1 Families around the world** • Analyze families and family traditions in other parts of the world **SSK.4.3: Neighborhoods around the world** • Analyze the similarities and differences in what neighborhoods are like in places around the world.	**SS1.1.1: Understanding community** • Explain what makes a community a community. **SS1.1.3: Physical Features of the local community** • Explain the physical features of the local community and its available goods. **SS1.1.4: Natural resources in the local community** • Explain the use of available natural resources in the local community. **SS1.2.2: How communities change** • Analyze the ways communities change. **SS1.3.1: Goods and services in the community** • Analyze the use of goods and services in the local community. **SS1.3.2: Jobs and careers** • Analyze different jobs and careers and how they contribute to the community and economy. **SS.1.3.3: How money works** • Explain the role of money and how people handle scarcity and abundance. **SS1.5.1: Learning about nearby communities** • Analyze the similarities and differences in the characteristics of nearby local communities. **SS1.5.2: Learning about other communities in the United States**

		• Analyze the similarities and differences in the characteristics of communities throughout the United States. **SS1.5.3: Learning about other communities in the world** • Analyze the similarities and differences in the characteristics of communities throughout the world.

RIELDS & Rhode Island Social Studies Standards

48-60 Months (RIELDS)	Kindergarten (RI SS Standards)	Grade 1 (RI SS Standards)
RIELDS SS 3a: History **Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.** • Understand and accurately communicate daily routines and sequences of events and experiences in the context of time, using appropriate vocabulary. • Show improving ability to differentiate and discuss past, present and future events. • Develop an interest in family history and historical events. • Observe and recognize that everything (people, events, the world) changes over time.	**SSK.1.3: Family and Cultural traditions** • Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature. **SSK.2.4: School holidays and traditions** • Explain traditions and holidays that are celebrated and recognized at school. **SSK.3.3: Neighborhood and community traditions and celebrations** • Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented **SSK.4.1: Families around the world** • Analyze families and family traditions in other parts of the world. **SSK.4.2: Schools around the world** • Analyze the similarities and differences in what school is like around the world. **SSK.4.3: Neighborhoods around the world** • Analyze the similarities and differences in what neighborhoods are like in places around the world.	**SS.1.2.1: Culture and diversity in the community** • Analyze the culture and diversity in local communities. **SS.1.2.2: How communities change** • Analyze the ways communities change. **SS1.4.4: Resolving problems** • Explain how to resolve problems in different settings. **SS1.4.5: Creating positive social change** • Explain how people create positive social change and the ways students can contribute.

RIELDS & Rhode Island Social Studies Standards

48-60 Months (RIELDS)	Kindergarten (RI SS Standards)	Grade 1 (RI SS Standards)
RIELDS SS 3b: History **Children gain awareness of themselves and others as members of diverse families, communities, and cultures.** • Use comparative language to describe similarities and differences among people and use themselves as a reference. • Engage in pretend play with other children that is planned and organized around a specific theme or task, often with assigned roles. • Identify and express curiosity about similarities and differences among the physical and cultural characteristics of people, families, and communities.	**SSK.1.1: Members of and roles in families** • Explain families, family roles, and family rules through look at the student's own, those of classmates, and those represented in literature. **SSK.1.3: Family and Cultural traditions** • Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature. **SSK.2.4: School holidays and traditions** • Explain traditions and holidays that are celebrated and recognized at school. **SSK.3.3: Neighborhood and community traditions and celebrations** • Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented. **SSK.4.1: Families around the world** • Analyze families and family traditions in other parts of the world. **SSK.4.2: Schools around the world** • Analyze the similarities and differences in what school is like around the world. **SSK.4.3: Neighborhoods around the world** • Analyze the similarities and differences in what neighborhoods are like in places around the world.	**SS1.1.1: Understanding community** • Explain what makes a community a community. **SS.1.2.1: Culture and diversity in the community** • Analyze the culture and diversity in local communities. **SS1.4.5: Creating positive social change** • Explain how people create positive social change and the ways students can contribute. **SS1.5.1: Learning about nearby communities** • Analyze the similarities and differences in the characteristics of nearby local communities. **SS1.5.2: Learning about other communities in the United States** • Analyze the similarities and differences in the characteristics of communities throughout the United States. **SS1.5.3: Learning about other communities in the world** • Analyze the similarities and differences in the characteristics of communities throughout the world.

RIELDS & Rhode Island Social Studies Standards

48-60 Months (RIELDS)	Kindergarten (RI SS Standards)	Grade 1 (RI SS Standards)
RIELDS SS 4: Geography **Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.** • Create simple maps of familiar locations and talk about the things that are in certain areas. • Name own street, town, and/or neighborhood. • Create representations of different landforms and landmarks during play. • Use geographic tools to identify landmarks in a specific location.	**SSK.1.2: Family locations in the local community** • Explain the physical location of students' and classmates' families within the community and the relationships between families and the community. **SSK.1.3: Family and Cultural traditions** • Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature. **SSK.2.1: School location in the local community** • Analyze the school's place within the local community geographically, socially, and economically. **SSK.3.1: Neighborhood boundaries and nearby neighborhoods** • Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined. **SSK.4.1: Families around the world** • Analyze families and family traditions in other parts of the world. **SSK.4.2: Schools around the world** • Analyze the similarities and differences in what school is like around the world. **SSK.4.3: Neighborhoods around the world** • Analyze the similarities and differences in what neighborhoods are like in places around the world.	**SS1.1.1: Understanding community** • Explain what makes a community a community. **SS1.1.2: Reading maps and understanding directions** • Explain how to read a map for various purposes such as identifying addresses and sharing directions. **SS1.1.3: Physical features of the local community** • Explain the physical features of the local community and its available goods and services. **SS1.1.4: Natural resources in the local community** • Explain the use of available natural resources in the local community. **SS.1.2.2: How communities change** • Analyze the ways communities change. **SS1.5.1: Learning about nearby communities** • Analyze the similarities and differences in the characteristics of nearby local communities. **SS1.5.2: Learning about other communities in the United States** • Analyze the similarities and differences in the characteristics of communities throughout the United States. **SS1.5.3: Learning about other communities in the world**

		• Analyze the similarities and differences in the characteristics of communities throughout the world.