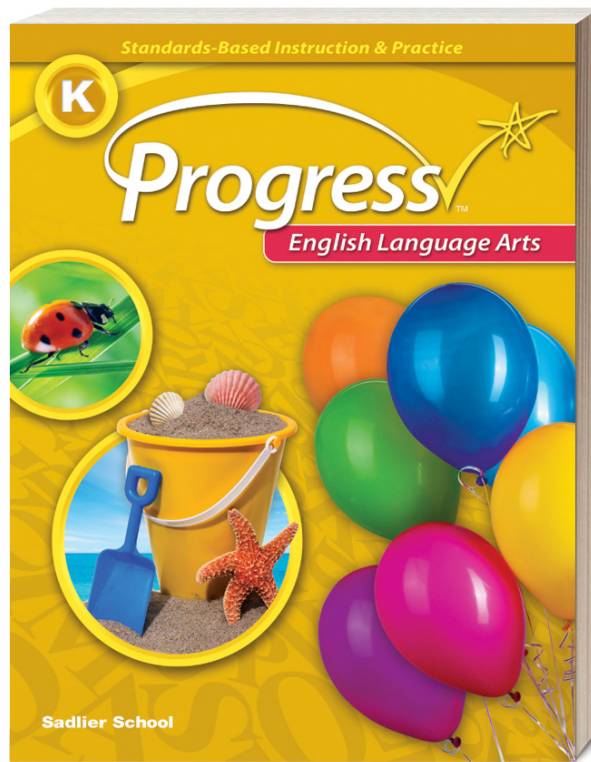


Progress English Language Arts

Correlation to the New York State Next Generation
English Language Arts Learning Standards REVISED JANUARY 2017

Grade K



Contents

Kindergarten Reading Standards (Literary and Informational Text).....	2
Kindergarten Reading Standards: Foundational Skills. . .	8
Kindergarten Writing Standards.....	13
Kindergarten Speaking and Listening Standards.....	15
Kindergarten Language Standards.....	19

KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Kindergarten ELA Standards

Progress English Language Arts, Grade K

Key Ideas and Details

<p>KR1:</p>	<p>Develop and answer questions about a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Asking and Answering Questions: Read Along: “The Three Ducks” (Folktale)—pp. 22-23</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Read Aloud: “Sandbox City”—pp. 20-21 Close Reading: Circle the Correct Answer—p. 28 Comprehension Reader: “Good Night”—pp. 29-30 Connect Across Texts: Compare and Contrast Texts—p. 31 Unit 1 Review—p. 32</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Understanding Key Details: Read Along: “What Is Bugging You?” (Informational Text)—pp. 58-59</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 45-47 Read Aloud: “My Garden”—pp. 56-57 Close Reading: Circle the Correct Answer—p. 64 Comprehension Reader: “My Tree”—pp. 65-66 Connect Across Texts: Compare and Contrast Texts—p. 67 Unit 3 Review—p. 68</p>
<p>KR2:</p>	<p>Retell stories or share key details from a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Retelling Stories: Read Along: “A Fine Family” (Realistic Fiction)—pp. 24-25</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Read Aloud: “Sandbox City”—pp. 20-21 Close Reading: Circle the Correct Answer—p. 28 Comprehension Reader: “Good Night”—pp. 29-30 Connect Across Texts: Compare and Contrast Texts—p. 31 Unit 1 Review—p. 32</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Identifying the Main Topic and Details: Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60-61</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 45-47 Read Aloud: “My Garden”—pp. 56-57 Close Reading: Circle the Correct Answer—p. 64 Comprehension Reader: “My Tree”—pp. 65-66 Connect Across Texts: Compare and Contrast Texts—p. 67 Unit 3 Review—p. 68</p>
<p>KR3:</p>	<p>Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Identifying Characters, Setting, and Events: Read Along: “A Long Summer Day” (Realistic Fiction)—pp. 26-27</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Read Aloud: “Sandbox City”—pp. 20-21 Close Reading: Circle the Correct Answer—p. 28 Comprehension Reader: “Good Night”—pp. 29-30 Connect Across Texts: Compare and Contrast Texts—p. 31 Unit 1 Review—p. 32</p> <p style="text-align: right;"><i>continued</i></p>

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KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Kindergarten ELA Standards	Progress English Language Arts, Grade K
	<p>Unit 3 Reading Informational Text: Key Ideas and Details Making Connections: Read Along: “Your New Best Friend” (Informational Text)—pp. 62-63</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 45-47 Read Aloud: “My Garden”—pp. 56-57 Close Reading: Circle the Correct Answer—p. 64 Comprehension Reader: “My Tree”—pp. 65-66 Connect Across Texts: Compare and Contrast Texts—p. 67 Unit 3 Review—p. 68</p>
<p>Craft and Structure</p>	
<p>KR4: Identify specific words that express feelings and senses. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Understanding Unknown Words: Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94-95</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 81-83 Read Aloud: “My Neighborhood”—pp. 92-93 Close Reading: Circle the Correct Answer—p. 100 Comprehension Reader: “It Is Time!”—pp. 101-102 Connect Across Texts: Compare and Contrast Texts—p. 103 Unit 5 Review—p. 104</p> <p>Unit 7 Reading Informational Text: Craft and Structure Asking Questions About Words: “Leaf Rubbing” (Procedural Text)—pp. 130-131</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 117-119 Read Aloud: “Our Camping Trip”—pp. 128-129 Close Reading: Circle the Correct Answer—p. 136 Comprehension Reader: “Park Rangers” by Sam Lewis—pp. 137-138 Connect Across Texts: Compare and Contrast Texts—p. 139 Unit 7 Review—p. 140</p>
<p>KR5: Identify literary and informational texts. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Recognizing Text Types: Read Along: “In the City” (Traditional Tale)—pp. 96-97</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 81-83 Read Aloud: “My Neighborhood”—pp. 92-93 Close Reading: Circle the Correct Answer—p. 100 Comprehension Reader: “It Is Time!”—pp. 101-102 Connect Across Texts: Compare and Contrast Texts—p. 103 Unit 5 Review—p. 104</p>
<p>KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Naming Authors and Illustrators: Read Along: “Be You!” by Abby Jones (Realistic Fiction)—pp. 98-99</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 81-83 Read Aloud: “My Neighborhood”—pp. 92-93</p> <p style="text-align: right;"><i>continued</i></p>

KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Kindergarten ELA Standards

Progress English Language Arts, Grade K

Close Reading: Circle the Correct Answer—p. 100
Comprehension Reader: “It Is Time!”—pp. 101-102
Connect Across Texts: Compare and Contrast Texts—p. 103
Unit 5 Review—p. 104

Integration of Knowledge and Ideas

KR7:

Describe the relationship between illustrations and the text. (RI&RL)

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Understanding Story Illustrations: “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166-167

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 153-155
Read Aloud: “A Desert Adventure”—pp. 164-165
Close Reading: Circle the Correct Answer—p. 170
Comprehension Reader: “The Party”—pp. 171-172
Connect Across Texts: Compare and Contrast Texts—p. 173
Unit 9 Review—p. 174

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Understanding Illustrations and Text: “Summer Fun” (Nonfictional Narrative)—pp. 200-201

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 187-189
Read Aloud: “What Are Clouds?”—pp. 198-199
Close Reading: Circle the Correct Answer—p. 206
Comprehension Reader: “Winter Stuff”—pp. 207-208
Connect Across Texts: Compare and Contrast Texts—p. 209
Unit 11 Review—p. 210

KR8:

Identify specific information to support ideas in a text. (RI&RL)

Teacher Talk (find details that answer questions in or about the text)—pp. 12, 13, 19, 22, 23, 24, 25, 26, 27, 31, 48, 49, 55, 58, 59, 60, 61, 62, 63, 67, 84, 85, 91, 94, 95, 96, 97, 98, 99, 103, 120, 121, 127, 130, 131, 132, 133, 134, 135, 139, 156, 157, 163, 166, 167, 168, 169, 173, 190, 191, 197, 200, 201, 202, 203, 209

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Naming Author’s Reasons: “Happy Fall!!” (Opinion Piece)—pp. 202-203

SEE ALSO

Introducing ALSO
Introducing Unit 11/Home Connect/Essential Question—pp. 187-189
Read Aloud: “What Are Clouds?”—pp. 198-199
Close Reading: Circle the Correct Answer—p. 206
Comprehension Reader: “Winter Stuff”—pp. 207-208
Connect Across Texts: Compare and Contrast Texts—p. 209
Unit 11 Review—p. 210

KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Kindergarten ELA Standards	Progress English Language Arts, Grade K
<p>KR9: Make connections between self, text, and the world. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Home Connect Ways to Help Your Child (feel/make connections)—p. 10 Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 31 Reading Selections Foundational Skills Poem: “The Day Begins”—p. 12 Foundational Skills Read Together (read along and listen): “Morning at the Pond”—p. 13 Foundational Skills Read Together (read along and listen): “Morning at the Pond”—p. 13 Foundational Skills Reader: “In a Jam”—pp. 17-18 Read Aloud: “Sandbox City”—pp. 20-21 Asking and Answering Questions: Read Along: “The Three Ducks” (Folktale)—pp. 22-23 Retelling Stories: Read Along: “A Fine Family” (Realistic Fiction)—pp. 24-25 Identifying Characters, Setting, and Events: Read Along: “A Long Summer Day” (Realistic Fiction)—pp. 26-27 Comprehension Reader: “Good Night”—pp. 29-30</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Home Connect Ways to Help Your Child (feel/make connections)—p. 46 Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 67 Reading Selections Foundational Skills Poem: “On the Farm”—p. 48 Foundational Skills Read Together (read along and listen): “What Are Animals?”—p. 49 Foundational Skills Reader: “What Plants Need”—pp. 53-54 Read Aloud: “My Garden”—pp. 56-57 Understanding Key Details: Read Along: “What Is Bugging You?” (Informational Text)—pp. 58-59 Identifying the Main Topic and Details: Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60-61 Making Connections: Read Along: “Your New Best Friend” (Informational Text)—pp. 62-63 Comprehension Reader: “My Tree”—pp. 65-66</p> <p style="text-align: right;"><i>continued</i></p>

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KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Kindergarten ELA Standards	Progress English Language Arts, Grade K
	<p>Unit 5 Reading Literature: Craft and Structure Home Connect Ways to Help Your Child (feel/make connections)—p. 82</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 103</p> <p>Reading Selections Foundational Skills Poem: “Jack and the Beans”—p. 84 Foundational Skills Read Together (read along and listen): “My School”—p. 85 Foundational Skills Reader: “The Parade”—pp. 89–90 Read Aloud: “My Neighborhood”—pp. 92–93 Understanding Unknown Words: Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95 Recognizing Text Types: Read Along: “In the City” (Traditional Tale)—pp. 96–97 Naming Authors and Illustrators: Read Along: “Be You!” by Abby Jones (Realistic Fiction)—pp. 98–99 Comprehension Reader: “It Is Time!”—pp. 101–102</p> <p>Unit 7 Reading Informational Text: Craft and Structure Home Connect Ways to Help Your Child (feel/make connections)—p. 118</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 139</p> <p>Reading Selections Foundational Skills Poem: “See the Rainbow”—p. 120 Foundational Skills Read Together (read along and listen): “The River”—p. 121 Foundational Skills Reader: “The Jay”—pp. 125–126 Read Aloud: “Our Camping Trip”—pp. 128–129 Asking Questions About Words: “Leaf Rubbing” (Procedural Text)—pp. 130–131 Identifying Parts of a Book: “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133 Defining Roles of Author and Illustrator: “At the Seashore” (Nonfictional Narrative)—pp. 134–135 Comprehension Reader: “Park Rangers” by Sam Lewis—pp. 137–138</p> <p style="text-align: right;"><i>continued</i></p>

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KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Kindergarten ELA Standards	<i>Progress English Language Arts, Grade K</i>
	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas</p> <p>Home Connect Ways to Help Your Child (feel/make connections)—p. 154</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 173</p> <p>Reading Selections Foundational Skills Poem: “Come to the Fair!”—p. 156 Foundational Skills Read Together (read along and listen): “A Flock of Birds”—p. 157 Foundational Skills Reader: “Are We There Yet?”—pp. 161-162 Read Aloud: “A Desert Adventure”—pp. 164-165 Understanding Story Illustrations: “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166-167 Comparing and Contrasting Story Characters: “New to New York” (Realistic Fiction)—pp. 168-169 Comprehension Reader: “The Party”—pp. 171-172</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</p> <p>Home Connect Ways to Help Your Child (feel/make connections)—p. 188</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 209</p> <p>Reading Selections Foundational Skills Poem: “Seasons”—p. 190 Foundational Skills Read Together (read along and listen): “Quick Leaf Facts”—p. 191 Foundational Skills Reader: “Snowflakes!”—pp. 195-196 Read Aloud: “What Are Clouds?”—pp. 198-199 Understanding Illustrations and Text: “Summer Fun” (Nonfictional Narrative)—pp. 200-201 Naming Author’s Reasons: “Happy Fall!!!” (Opinion Piece)—pp. 202-203 Comparing Texts: “Here Come the Whales!” (Informational Text)/“There Go the Geese!” (Informational Text)—pp. 204-205 Comprehension Reader: “Winter Stuff”—pp. 207-208</p>

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KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS| **KRF**

Kindergarten ELA Standards

Progress English Language Arts, Grade K

Print Concepts

1RF1:	Demonstrate understanding of the organization and basic features of print.	
	<p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p>	<p>Foundational Skills Poem Focus on Print Concepts—Unit 1 (read left to right, top to bottom), TE p. 12; Unit 3, TE p. 48; Unit 5 (left to right, top to bottom), TE p. 84; Unit 7, TE p. 120; Unit 9, TE p. 156; Unit 11 (left to right, top to bottom), TE p. 190</p> <p>Foundational Skills Read Together Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191</p>
	<p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>Foundational Skills Poem Focus on Print Concepts—Unit 1 (read left to right, top to bottom), TE/SE p. 12; Unit 3 (how words look in a sentence; words are made of letters of the alphabet), TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7 (each word is made up of letters), TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11 (specific sequence of letters in a word), TE/SE p. 190</p> <p>Foundational Skills Read Together Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191</p> <p>Phonics and Word Recognition Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194</p>
	<p>KRF1c: Understand that words are separated by spaces in print.</p>	<p>Foundational Skills Poem Focus on Print Concepts—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 9 (spaces between words), TE/SE p. 156; Unit 11 (spaces between words), TE/SE p. 190</p> <p>Foundational Skills Read Together Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191</p> <p>Phonics and Word Recognition Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194</p>

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KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS | **KRF**

Kindergarten ELA Standards		Progress English Language Arts, Grade K
KRF1d:	Recognize and name all upper- and lowercase letters of the alphabet.	<p>Foundational Skills Poem Focus on Print Concepts—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5 (upper- and lowercase letters), TE/SE p. 84; Unit 9 (uppercase letters), TE/SE p. 156</p> <p>Foundational Skills Read Together Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191</p> <p>Phonics and Word Recognition Letter-Sound Practice—Unit 1, TE/SE pp. 14-15; Unit 3, TE/SE pp. 50-51; Unit 5, TE/SE pp. 86-87; Unit 7, TE/SE p.122-123; Unit 9, TE/SE pp. 158-159; Unit 11, TE/SE pp. 192-193 Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194</p>
KRF1e:	Identify the front cover, back cover, and title page of a book.	<p>Unit 7 Reading Informational Text: Craft and Structure Reading Selections Identifying Parts of a Book: “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132-133</p>

Phonological Awareness

KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
KRF2a:	Recognize and produce spoken rhyming words.	<p>Foundational Skills Poem Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190</p> <p>Phonics and Word Recognition Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194</p> <p>Foundational Skills (online) Additional Practice Worksheets 1 & 2: Rhyming Words</p>
KRF2b:	Blend and segment syllables in spoken words.	<p>Foundational Skills Poem Phonological Awareness—Unit 7 (blend and segment onsets and rimes), TE/SE p. 120; Unit 9 (blend/segment phonemes), TE/SE p. 156; Unit 11, TE/SE p. 190</p> <p style="text-align: right;"><i>continued</i></p>

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS| **KRF**

Kindergarten ELA Standards		Progress English Language Arts, Grade K
		<p>Foundational Skills Read Together Unit 5, TE/SE p. 86</p> <p>Foundational Skills (online) Additional Practice Worksheets 3 & 4: Count Syllables</p>
KRF2c:	Blend and segment onsets and rimes of spoken words.	<p>Foundational Skills Poem Phonological Awareness—Unit 7 (blend and segment onsets and rimes), TE/SE p. 120</p>
KRF2d:	Blend and segment individual sounds (phonemes) in spoken one-syllable words.	<p>Foundational Skills Poem Phonological Awareness—Unit 9 (blend/segment phonemes), TE/SE p. 156; Unit 11, TE/SE p. 190</p> <p>Foundational Skills (online) Additional Practice Worksheets 5 & 6: Segment Sounds Worksheets 7 & 8: Isolate Sounds</p>
KRF2e:	Create new words by manipulating the phonemes orally in one-syllable words.	<p>Foundational Skills Poem Phonological Awareness: Phoneme Substitution (create new words)—TE/SE p. 190</p> <p>Foundational Skills (online) Additional Practice Worksheets 9 & 10: Make New Words</p>

Phonics and Word Recognition

KRF3:	Know and apply grade-level phonics and word analysis skills in decoding words.	
KRF3a:	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.	<p>Foundational Skills Poem Unit 1 (consonants b, f, h, m, s, t), TE/SE p. 12; Unit 3 (consonants c, d, g, l), TE/SE p. 48; Unit 5 (consonants n, p, r, w), TE/SE p. 84; Unit 7 (consonants j, k, final x) TE/SE p. 120; Unit 9 (consonants v, y), TE/SE p. 156; Unit 11 (initial /kw/, consonant z), TE/SE p. 190</p> <p>Foundational Skills Read Together Unit 1 (consonants b, f, h, m, s, t), TE/SE p. 13; Unit 3 (consonants c, d, g, l), TE/SE p. 49; Unit 5 (consonants n, p, r, w), TE/SE p. 85; Unit 7 (consonants j, k, final x) TE/SE p. 121; Unit 9 (consonants v, y), TE/SE p. 157; Unit 11 (initial /kw/, consonant z), TE/SE p. 191</p> <p style="text-align: right;"><i>continued</i></p>

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS | KRF

Kindergarten ELA Standards	Progress English Language Arts, Grade K
	<p>Phonics and Word Recognition Letter-Sound Practice (letter recognition)—Unit 1 (consonants b, f, h, m, s, t), TE/SE p. 14; Unit 3 (consonants c, d, g, l), TE/SE p. 50; Unit 5 (consonants n, p, r, w), TE/SE p. 86; Unit 7 (consonants j, k, final x) TE/SE p. 122; Unit 9 (consonants v, y), TE/SE p. 158; Unit 11 (consonants q, z), TE/SE p. 192 Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194</p> <p>Foundational Skills Reader—pp. 17–18 (consonants b, f, h, m, s, t), 53–54 (consonants b, f, h, m, s, t), 89–90 (consonants n, p, r), 125–126 (consonants j, k, x), 161–162 (consonants v, y), 195–196 (consonants q, z)</p> <p>Fluency (online) Additional Practice Passages 1–5: Consonant Sounds</p> <p>Foundational Skills (online) Additional Practice Worksheets 11 & 12: Consonant Sounds</p>
<p>KRF3b: Decode short vowel sounds with common spellings.</p>	<p>Foundational Skills Poem Unit 1 (short a, i, o), TE/SE p. 12; Unit 3 (short e), TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190</p> <p>Foundational Skills Read Together Unit 1, TE/SE p. 13; Unit 3 (short vowels e, u), TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191</p> <p>Phonics and Word Recognition Letter-Sound Practice—Unit 1, TE/SE pp. 14–15; Unit 3 (short e, u in medial position), TE/SE pp. 50–51; Unit 5, TE/SE pp. 86–87; Unit 7, TE/SE pp. 122–123; Unit 9, TE/SE pp. 158–159; Unit 11, TE/SE pp. 192–193 Phonics in Context—Unit 1, TE/SE p. 16; Unit 3 (decode words with short e, u), TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194</p> <p>Foundational Skills Reader Unit 1 (short vowels a, i, o), TE/SE pp. 17–18; Unit 3 (short vowels: e, u), TE/SE pp. 53–54; Unit 5, TE/SE pp. 89–90; Unit 7, TE/SE pp. 125–126; Unit 9, TE/SE pp. 161–162; Unit 11, TE/SE pp. 195–196</p> <p style="text-align: right;"><i>continued</i></p>

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KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS | KRF

Kindergarten ELA Standards		Progress English Language Arts, Grade K
		<p>Fluency (online) Additional Practice Passage 1 (Short Vowels a, i, o); Passage 2 (Short Vowels e, u)</p> <p>Foundational Skills (online) Additional Practice Worksheets 13 & 14: Short Vowel Sounds</p>
KRF3c:	Decode some regularly spelled one-syllable words.	<p>Foundational Skills Poem Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190</p> <p>Foundational Skills Read Together Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191</p> <p>Phonics and Word Recognition Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194</p> <p>Foundational Skills Reader Unit 1, TE/SE pp. 17–18; Unit 3, TE/SE pp. 53–54; Unit 5, TE/SE pp. 89–90; Unit 7, TE/SE pp. 125–126; Unit 9, TE/SE pp. 161–162; Unit 11, TE/SE pp. 195–196</p>
KRF3d:	Read common high-frequency words by sight.	<p>Foundational Skills Read Together High-Frequency Word Practice—Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191</p> <p>Phonics and Word Recognition Phonics in Context—Unit 1 (a, is, the), TE/SE p. 16; Unit 3 (in, it, on, was), TE/SE p. 52; Unit 5 (his), TE/SE p. 88; Unit 7 (one), TE/SE p. 124; Unit 9 (can, use, we, were), TE/SE p. 160; Unit 11 (do, does, each, will), TE/SE p. 194</p> <p>Foundational Skills Reader High-Frequency Words—Unit 1, TE/PE pp. 17–18; Unit 3, TE/PE pp. 53–54; Unit 5, TE/PE pp. 89–90; Unit 7, TE/PE pp. 125–126; Unit 9, TE/PE pp. 161–162; Unit 11, TE/PE pp. 195–196</p> <p>Foundational Skills (online) Additional Practice Worksheets 15 & 16: High-Frequency Words</p>

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS | **KRF**

Kindergarten ELA Standards		Progress English Language Arts, Grade K
Fluency		
KRF4:	Will engage with emergent level texts and read-alouds to demonstrate comprehension.	<p>Foundational Skills Poem Focus on Fluency (read with purpose and understanding)—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190</p> <p>Foundational Skills Reader Fluency Practice (read with purpose and correct expression)—Unit 1, TE/PE pp. 17-18; Unit 3, TE/PE 53-54; Unit 5, TE/PE pp. 89-90; Unit 7, TE/PE pp. 125-126; Unit 9, TE/PE pp. 161-162; Unit 11, TE/PE pp. 195-196</p> <p>Fluency (online) Additional Practice Passages 1-5</p>

KINDERGARTEN WRITING STANDARDS | **KW**

Kindergarten ELA Standards		Progress English Language Arts, Grade K
Text Types and Purposes		
KW1:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Writing Model: “A Book About Helping Earth”—pp. 144-145 My Writing (draw, dictate, write)—pp. 146-147 Speaking and Listening: Share Your Writing—p. 150 SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 141-143</p>
KW2:	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	<p>Unit 4 Text Types and Purposes: Write Informative Texts Read a Writing Model: “Honey from Bees”—pp. 72-73 My Writing (draw, dictate, write)—pp. 74-75 Speaking and Listening: Share Your Writing—p. 78 SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 69-71</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Writing Model: “What’s for Dinner?”—pp. 178-179 My Writing (draw, dictate, write)—pp. 180-181 Speaking and Listening: Share Your Writing—p. 184 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 175-177</p>

KINDERGARTEN WRITING STANDARDS | KW

Kindergarten ELA Standards	Progress English Language Arts, Grade K
KW3:	<p>Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.</p> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Writing Model: “Puppet Show Time”—pp. 36–37 My Writing (draw, dictate, write)—pp. 38–39 Speaking and Listening: Share Your Writing—p. 42 SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 33–35</p> <p>Unit 6 Text Types and Purposes: Write Fictional Narratives Read a Writing Model: “A Flat Tire”—pp. 108–109 My Writing (draw, dictate, write)—pp. 110–111 Speaking and Listening: Share Your Writing—p. 114 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 105–107</p>
KW4:	<p>Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</p> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Writing Model: “Puppet Show Time”—pp. 36–37 My Writing (draw, dictate, write)—pp. 38–39 Speaking and Listening: Share Your Writing—p. 42 SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 33–35</p> <p>Unit 6 Text Types and Purposes: Write Fictional Narratives Read a Writing Model: “A Flat Tire”—pp. 108–109 My Writing (draw, dictate, write)—pp. 110–111 Speaking and Listening: Share Your Writing—p. 114 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 105–107</p>
W5:	<i>Begins in Grade 4</i>

Research to Build and Present Knowledge

KW6:	<p>Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Writing Model: “What’s for Dinner?”—pp. 178–179 My Writing (draw, dictate, write)—pp. 180–181 Speaking and Listening: Share Your Writing—p. 184 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 175–177</p>
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KINDERGARTEN WRITING STANDARDS | KW

Kindergarten ELA Standards		Progress English Language Arts, Grade K
KW7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives My Writing (draw, dictate, write)—pp. 38–39 SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 33–35</p> <p>Unit 4 Text Types and Purposes: Write Informational Texts My Writing (draw, dictate, write)—pp. 74–75 SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 69–71</p> <p>Unit 6 Text Types and Purposes: Write Fictional Narratives My Writing (draw, dictate, write)—pp. 110–111 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 105–107</p> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces My Writing (draw, dictate, write)—pp. 146–147 SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 141–143</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports My Writing (draw, dictate, write)—pp. 180–181 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 175–177</p>

KINDERGARTEN SPEAKING AND LISTENING STANDARDS | KSL

Kindergarten ELA Standards		Progress English Language Arts, Grade K
Comprehension and Collaboration		
KSL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	
KSL1a:	Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	<p>Home Connect (family discussions)—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p> <p>Speaking and Listening Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185</p>

KINDERGARTEN SPEAKING AND LISTENING STANDARDS | KSL

Kindergarten ELA Standards		Progress English Language Arts, Grade K
	KSL1b: Participate in conversations through multiple exchanges.	<p>Home Connect (family discussions)—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188 Conversation Starter—pp. 46, 70, 118, 188</p> <p>Speaking and Listening Share Your Writing/Be a Good Listener—pp. 42-43, 78-79, 112-113, 150-151, 184-185</p>
	KSL1c: Consider individual differences when communicating with others.	<p>Home Connect (family discussions)—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p> <p>Speaking and Listening Share Your Writing/Be a Good Listener—pp. 42-43, 78-79, 112-113, 150-151, 184-185</p>
KSL2:	Participate in a conversation about features of diverse texts and formats.	<p>Language Development Build Language (talk and learn)—pp. 19, 40-41, 55, 76-77, 91, 112-113, 127, 148-149, 163, 182-183, 197</p> <p>Unit 1 Reading Literature: Key Ideas and Details Read Aloud: “Sandbox City”—pp. 20-21 Asking and Answering Questions: Read Along: “The Three Ducks” (Folktale)—pp. 22-23 Retelling Stories: Read Along: “A Fine Family” (Realistic Fiction)—pp. 24-25 Identifying Characters, Setting, and Events: Read Along: “A Long Summer Day” (Realistic Fiction)—pp. 26-27 Comprehension Reader: “Good Night”—pp. 29-30</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Read Aloud: “My Garden”—pp. 56-57 Understanding Key Details: Read Along: “What Is Bugging You?” (Informational Text)—pp. 58-59 Identifying the Main Topic and Details: Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60-61 Making Connections: Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62-63 Comprehension Reader: “My Tree”—pp. 65-66</p> <p>Unit 5 Reading Literature: Craft and Structure Read Aloud: “My Neighborhood”—pp. 92-93 Understanding Unknown Words: Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94-95 Recognizing Text Types: Read Along: “In the City” (Traditional Tale)—pp. 96-97 Naming Authors and Illustrators: Read Along: “Be You!” by Abby Jones (Realistic Fiction)—pp. 98-99 Comprehension Reader: “It Is Time!”—pp. 101-102</p> <p style="text-align: right;"><i>continued</i></p>

KINDERGARTEN SPEAKING AND LISTENING STANDARDS | KSL

Kindergarten ELA Standards	Progress English Language Arts, Grade K
	<p>Unit 7 Reading Informational Text: Craft and Structure Read Aloud: “Our Camping Trip”—pp. 128–129 Asking Questions About Words: “Leaf Rubbing” (Procedural Text)—pp. 130–131 Identifying Parts of a Book: “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133 Defining Roles of Author and Illustrator: “At the Seashore” (Nonfictional Narrative)—pp. 134–135 Comprehension Reader: “Park Rangers” by Sam Lewis—pp. 137–138</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Read Aloud: “A Desert Adventure”—pp. 164–165 Understanding Story Illustrations: “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166–167 Comparing and Contrasting Story Characters: “New to New York” (Realistic Fiction)—pp. 168–169 Comprehension Reader: “The Party”—pp. 171–172</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Read Aloud: “What Are Clouds?”—pp. 198–199 Understanding Illustrations and Text: “Summer Fun” (Nonfictional Narrative)—pp. 200–201 Naming Author’s Reasons: “Happy Fall!!” (Opinion Piece)—pp. 202–203 Comparing Texts: “Here Come the Whales!” (Informational Text)/“There Go the Geese!” (Informational Text)—pp. 204–205 Comprehension Reader: “Winter Stuff”—pp. 207–208</p>
<p>KSL3:</p>	<p>Develop and answer questions to clarify what the speaker says.</p> <p>Home Connect (family discussions)—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p> <p>Unit 1 Reading Literature: Key Ideas and Details Asking and Answering Questions: Read Along: “The Three Ducks” (Folktale)—pp. 22–23</p> <p>Speaking and Listening Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185</p>

KINDERGARTEN SPEAKING AND LISTENING STANDARDS | KSL

Kindergarten ELA Standards

Progress English Language Arts, Grade K

Presentation of Knowledge and Ideas

<p>KSL4:</p>	<p>Describe familiar people, places, things, and events with detail.</p>	<p>Home Connect (family discussions)—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p> <p>Language Development Build Language—Unit 1 (nouns, action verbs), TE/SE pp. 19; Unit 2 (nouns, verbs), TE/SE pp. 40–41; Unit 9</p> <p>Speaking and Listening Share Your Writing—pp. 42, 78, 112, 150, 184</p>
<p>KSL5:</p>	<p>Create and/or utilize existing visual displays to support descriptions.</p>	<p>Home Connect (family discussions)—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p> <p>My Writing (draw)—pp. 38–39, 74–75, 110–111, 146–147, 180–181, 212</p> <p>Letter Formation Print Letters My Name: A Picture of Me—p. 224</p>
<p>KSL6:</p>	<p>Express thoughts, feelings, and ideas.</p>	<p>Home Connect (family discussions)—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p> <p>Language Development Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197</p> <p>Speaking and Listening Share Your Writing—pp. 50, 94, 138, 186, 226</p>

KINDERGARTEN LANGUAGE STANDARDS | KL

Kindergarten ELA Standards

Progress English Language Arts, Grade K

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades Prekindergarten→2:

- Produce upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

KINDERGARTEN
Letter Formation
Print Letters Aa, Bb, Cc—p. 215
Print Letters Dd, Ee, Ff—p. 216
Print Letters Gg, Hh, Ii—p. 217
Print Letters Jj, Kk, Ll—p. 218
Print Letters Mm, Nn, Oo—p. 219
Print Letters Pp, Qq, Rr—p. 220
Print Letters Ss, Tt, Uu—p. 221
Print Letters Vv, Ww, Xx—p. 222
Print Letters Yy, Zz—p. 223
Print Letters My Name—p. 224

- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

KINDERGARTEN
Words to Know (part of speech and definition for each word provided in the TE)—TE/SE pp. 22, 24, 26, 58, 60, 62, 94, 96, 98, 130, 132, 134, 166, 168, 170, 200, 202, 204
Language Development
Build Language—Unit 1 (nouns, action verbs), TE/SE pp. 19; Unit 2 (nouns, verbs), TE/SE pp. 40–41; Unit 9 (action verbs, verbs with similar meanings), 163; Unit 10 (action verbs, verbs with similar meanings): 182–183

GRADE 1
Words to Know (part of speech and definition for each word provided in the TE)—pp. 14, 16, 18, 20, 22, 24, 58, 60, 62, 64, 66, 68, 102, 104, 106, 108, 110, 112, 150, 152, 154, 156, 158, 160, 194, 196, 198, 200, 202, 234, 236, 238, 240, 242, 244

GRADE 2
Words to Know (part of speech and definition for each word provided in the TE)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108,

continued

KINDERGARTEN LANGUAGE STANDARDS | KL

Kindergarten ELA Standards	Progress English Language Arts, Grade K
	110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258
<ul style="list-style-type: none"> Use common, proper, and possessive nouns. 	GRADE 1 Language Common and Proper Nouns—p. 48 Possessive Nouns—p. 49
<ul style="list-style-type: none"> Use collective nouns (e.g., group). 	GRADE 2 Language Collective Nouns (group)—p. 50
<ul style="list-style-type: none"> Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). 	KINDERGARTEN Language Development Build Language (form plurals)—Unit 1, TE/SE p. 19; Unit 2, TE/SE pp. 40–41
<ul style="list-style-type: none"> Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). 	GRADE 2 Language Irregular Plural Nouns—pp. 48–49
<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). 	GRADE 1 Language Plurals—p. 80 Verbs—p. 93
<ul style="list-style-type: none"> Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). 	KINDERGARTEN Language Development Build Language (interrogatives)—Unit 5, TE/SE p. 91
<ul style="list-style-type: none"> Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 	KINDERGARTEN Language Development Build Language (prepositions)—Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149
<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	KINDERGARTEN Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40–41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76–77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112–113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182–183; Unit 11, TE/SE p. 197 GRADE 2 Language Simple Sentences—pp. 232–233 Compound Sentences—pp. 234–235

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KINDERGARTEN LANGUAGE STANDARDS | KL

Kindergarten ELA Standards	Progress English Language Arts, Grade K
<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) → Use reflexive pronouns (e.g., myself, ourselves). 	<p>GRADE 1 Language Pronouns—p. 136</p> <hr/> <p>GRADE 2 Language Reflexive Pronouns—pp. 192-193</p>
<ul style="list-style-type: none"> Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>GRADE 1 Language Verbs—p. 93</p>
<ul style="list-style-type: none"> Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. 	<p>GRADE 1 Language Adjectives—p. 137</p>
<ul style="list-style-type: none"> Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally). 	<p>GRADE 1 Language Conjunctions—p. 185</p>
<ul style="list-style-type: none"> Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). 	<p>KINDERGARTEN Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE p. 40; Unit 9, TE/SE p. 163; Unit 10, TE/SE p. 182</p> <hr/> <p>GRADE 1 Language Sentences—pp. 224-225</p>

KINDERGARTEN LANGUAGE STANDARDS | KL

Kindergarten ELA Standards	Progress English Language Arts, Grade K
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages).</p>	
<p>Core Punctuation and Spelling Skills for Grades Prekindergarten → 2:</p>	
	<ul style="list-style-type: none"> <li data-bbox="233 749 802 856">● Attempt to write symbols or letters to represent words. <li data-bbox="233 867 802 1430">● Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). <li data-bbox="233 1440 802 1583">● Write a letter or letters for most consonant and short-vowel sounds (phonemes). <li data-bbox="233 1593 802 1770">● Consult reference materials as needed to check and correct spellings.
<p>KINDERGARTEN My Writing (use letter-sound correspondences to represent words)—pp. 38, 74, 110, 146, 181</p>	<p>KINDERGARTEN Phonics and Word Recognition Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p>
<p>GRADE 1 Writing Handbook Step 4 Editing Editing Checklist (all words are spelled correctly)—pp. 267–268</p>	<p>GRADE 2 Foundational Skills Read Together “Schools in Colonial Times” (irregular spellings)—p. 260 Foundational Skills Reader “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–26</p>
<p>KINDERGARTEN Phonics and Word Recognition Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p>	<p>GRADE 2 Writing Handbook Step 4: Editing Editing Checklist (use a dictionary)—p. 283 Glossary—pp. 285–288</p>

KINDERGARTEN LANGUAGE STANDARDS | KL

Kindergarten ELA Standards	Progress English Language Arts, Grade K
<ul style="list-style-type: none"> Recognize and name end punctuation. → Use end punctuation for sentences. 	<p>KINDERGARTEN Language Development Build Language (punctuation)—Unit 4 (period), TE/SE p. 77; Unit 6 (end punctuation: question mark, exclamation point), TE/SE p. 113</p> <p>Home Connect (end punctuation)—p. 142</p> <p>Foundational Skills Reader Foundational Skills Fluency Practice (punctuation marks)—Unit 11, TE/SE p. 196</p>
<ul style="list-style-type: none"> Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. 	<p>KINDERGARTEN Language Development Build Language—Unit 4 (capital letters), TE/SE p. 77</p> <p>Foundational Skills Poem Focus on Print Concepts—Unit 5 (upper- and lowercase letters), TE/SE p. 84; Unit 9 (uppercase letters), TE/SE p. 156</p>
<ul style="list-style-type: none"> Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters. 	<p>GRADE 1 Language Common and Proper Nouns—p. 48</p>
<ul style="list-style-type: none"> Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters. 	<p>GRADE 2 Language Names of Holidays and Places—p. 51</p>
<ul style="list-style-type: none"> Use an apostrophe to form contractions and frequently occurring possessives. 	<p>GRADE 1 Language Commas—p. 92</p> <p>GRADE 2 Language Commas in Letters—pp. 194-195</p> <p>GRADE 2 Language Apostrophes—p. 96</p>

Knowledge of Language

L3:	<i>Begins in Grade 2</i>	
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KINDERGARTEN LANGUAGE STANDARDS | KL

Kindergarten ELA Standards

Progress English Language Arts, Grade K

Vocabulary Acquisition and Use

KL4:	Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:	
KL4a:	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	KINDERGARTEN Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40–41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76–77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112–113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182–183; Unit 11, TE/SE p. 197
KL4b:	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of a word.	KINDERGARTEN Language Development Build Language—Unit 11 (prefix <i>un-</i> and verbs endings <i>-ing</i> and <i>-ed</i>), TE/SE p. 197
KL5:	Explore and discuss word relationships and word meanings.	
KL5a:	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	KINDERGARTEN Language Development Build Language—Unit 3 (sort common objects into categories), TE/SE p. 55; Unit 4 (sort animals), TE/SE pp. 76–77 <i>See also Home Connect</i> (sort common objects)—pp. 46, 70
KL5b:	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	KINDERGARTEN Language Development Build Language—Unit 7 (opposites), TE/SE p. 127; Unit 8 (opposites), TE/SE pp. 148–149
KL5c:	Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are <i>colorful</i>).	KINDERGARTEN Language Development Build Language—Unit 5 (connections), TE/SE p. 91; Unit 6 (real-life connections), TE/SE pp. 112–113

KINDERGARTEN LANGUAGE STANDARDS | KL

Kindergarten ELA Standards		Progress English Language Arts, Grade K
KL5d:	Explore variations among verbs that describe the same general action (e.g., <i>walk, march, gallop</i>) by acting out the meanings.	<p>KINDERGARTEN Language Development Build Language—Unit 9 (verbs with similar meanings), TE/SE p. 163; Unit 10 (verbs with similar meanings), TE/SE p. 183</p>
KL6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>KINDERGARTEN Words to Know—pp. 22, 24, 26, 58, 60, 62, 94, 96, 98, 130, 132, 134, 166, 168, 170, 200, 202, 204</p> <p>Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40–41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76–77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112–113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182–183; Unit 11, TE/SE p. 197</p> <p>Read Aloud—pp. 20, 56, 92, 128, 164, 198</p> <p>Speaking and Listening Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185</p> <p>Understanding Unknown Words Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95</p> <p>Asking Questions About Words “Leaf Rubbing” (Procedural Text)—pp. 130–131</p>