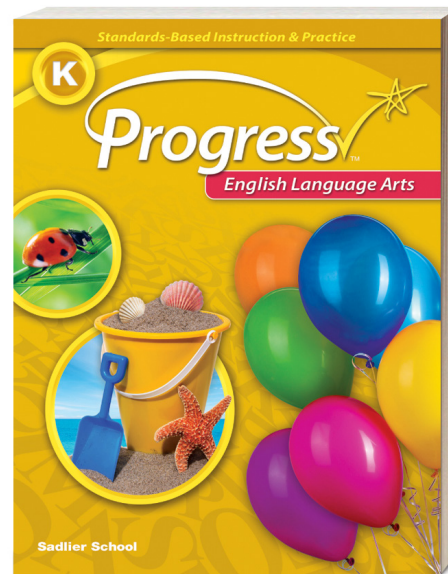


Standards-Based Instruction & Practice

Progress English Language Arts

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Kindergarten

Grade K



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Unit 1 Reading Literature: Key Ideas and Details

<p>Foundational Skills Poem</p> <ul style="list-style-type: none"> • “The Day Begins”—p. 12 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.21.a recognize and produce rhyming words</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF2.a Recognize and produce rhyming words.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Foundational Skills Read Together</p> <ul style="list-style-type: none"> • “Morning at the Pond”—p. 13 	<p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Letter-Sound Practice—pp. 13–14 	<p>KLA.C.20.d name and match all upper-and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>
<ul style="list-style-type: none"> • Phonics in Context—p. 16 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p style="text-align: right;"><i>continued on next page</i></p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p style="text-align: right;"><i>continued on next page</i></p>

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Unit 1 Reading Literature: Key Ideas and Details

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p>	<p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL1.a Print many upper- and lowercase letters.</p>
<p>Foundational Skills Reader</p> <ul style="list-style-type: none"> • “In a Jam”—pp. 17–18 	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.C.23 read emergent-reader texts, with purpose and understanding</p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKRF4 Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>); read emergent-reader texts with purpose and understanding.</p>
<p>Language Development</p> <ul style="list-style-type: none"> • Build Language—p. 19 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.20.c understand that words are separated by spaces in print</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a 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>)</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF1.c Understand that words are separated by spaces in print.</p> <p>ELAGSEKL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Unit 1 Reading Literature: Key Ideas and Details

<p>Read Aloud</p> <ul style="list-style-type: none"> • "Sandbox City"—pp. 20–21 	<p>KLA.A.1 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.A.2 retell familiar stories, including key details, with prompting and support</p> <p>KLA.A.3 identify characters, settings, and major events in a story, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.</p> <p>ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Asking and Answering Questions</p> <ul style="list-style-type: none"> • Read Along: "The Three Ducks" (Folktales)—pp. 22–23 	<p>KLA.A.1 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Retelling Stories</p> <ul style="list-style-type: none"> • Read Along: "A Fine Family" (Realistic Fiction)—pp. 24–25 	<p>KLA.A.2 retell familiar stories, including key details, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Identifying Characters, Setting, and Events</p> <ul style="list-style-type: none"> • Read Along: "A Long Summer Day" (Realistic Fiction)—pp. 26–27 	<p>KLA.A.3 identify characters, settings, and major events in a story, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 1 Reading Literature: Key Ideas and Details

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Close Reading</p> <ul style="list-style-type: none"> p. 28 	<p>KLA.A.1 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.A.2 retell familiar stories, including key details, with prompting and support</p> <p>KLA.A.3 identify characters, settings, and major events in a story, with prompting and support</p>	<p>ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.</p> <p>ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.</p>
<p>Comprehension Reader</p> <ul style="list-style-type: none"> “Good Night”—pp. 29–30 	<p>KLA.A.1 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.A.2 retell familiar stories, including key details, with prompting and support</p> <p>KLA.A.3 identify characters, settings, and major events in a story, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p>	<p>ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.</p> <p>ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p>
<p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts—p. 31 	<p>KLA.A.8 compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support</p>	<p>ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p>Unit Review</p> <ul style="list-style-type: none"> p. 32 	<p>KLA.A.1 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.A.2 retell familiar stories, including key details, with prompting and support</p> <p>KLA.A.3 identify characters, settings, and major events in a story, with prompting and support</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.</p> <p>ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

<p>Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Read a Writing Model—pp. 36–37 	<p>KLA.D.26 use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<ul style="list-style-type: none"> My Writing—pp. 38–39 	<p>KLA.D.26 use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Language Development</p> <ul style="list-style-type: none"> Build Language—pp. 40–41 	<p>KLA.E.32 confirm understanding of written texts 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 KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly KLA.F.37.a print legibly all upper- and lowercase letters and first and last names KLA.F.37.b use frequently occurring nouns and verbs KLA.F.37.c form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking KLA.F.37.f produce and expand complete sentences in shared language activities KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes) KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>) KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly. ELAGSEKL1.a Print many upper- and lowercase letters. ELAGSEKL1.b Use frequently occurring nouns and verbs. ELAGSEKL1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking. ELAGSEKL1.f Produce and expand complete sentences in shared language activities. ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb to <i>duck</i>). ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Share Your Writing—p. 42 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

	<p><i>continued from preceding page</i></p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p>	<p><i>continued from preceding page</i></p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<ul style="list-style-type: none"> Be a Good Listener—p. 43 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p>Unit Review</p> <ul style="list-style-type: none"> p. 44 	<p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.37.b use frequently occurring nouns and verbs</p> <p>KLA.F.37.c form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p>	<p>ELAGSEKSL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKSL1.b Use frequently occurring nouns and verbs.</p> <p>ELAGSEKSL1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) when speaking.</p> <p>ELAGSEKSL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>

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Unit 3 Reading Informational Text: Key Ideas and Details

<p>Foundational Skills Poem</p> <ul style="list-style-type: none"> “On the Farm”—p. 48 	<p>KLA.C.20.c understand that words are separated by spaces in print</p> <p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.21.a recognize and produce rhyming words</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRF1.c Understand that words are separated by spaces in print.</p> <p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF2.a Recognize and produce rhyming words.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Foundational Skills Read Together</p> <ul style="list-style-type: none"> “What Are Animals?”—p. 49 	<p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p><i>continued on next page</i></p>	<p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p><i>continued on next page</i></p>

Unit 3 Reading Informational Text: Key Ideas and Details

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	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Letter-Sound Practice—pp. 50–51 	<p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p>	<p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p>
<ul style="list-style-type: none"> Phonics in Context—p. 52 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>KLA.F.38.d spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>ELAGSEKL2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<p>Foundational Skills Reader</p> <ul style="list-style-type: none"> “What Plants Need”—pp. 53–54 	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 3 Reading Informational Text: Key Ideas and Details

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support</p>	<p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>Language Development</p> <ul style="list-style-type: none"> Build Language—p. 55 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>KLA.F.40.a sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKSL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).</p> <p>ELAGSEKL5.a Common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Read Along</p> <ul style="list-style-type: none"> “My Garden”—pp. 56–57 	<p>KLA.B.10 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.B.11 identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support</p> <p>KLA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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Unit 3 Reading Informational Text: Key Ideas and Details

<p>Understanding Key Details</p> <ul style="list-style-type: none"> Read Along: “What Is Bugging You?” (Informational Text)—pp. 58–59 	<p>KLA.B.10 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Identifying the Main Topic and Details</p> <ul style="list-style-type: none"> Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60–61 	<p>KLA.B.11 identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Making Connections</p> <ul style="list-style-type: none"> Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62–63 	<p>KLA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Close Reading</p> <ul style="list-style-type: none"> p. 64 	<p>KLA.B.10 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.B.11 identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support</p> <p>KLA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p>	<p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>

Unit 3 Reading Informational Text: Key Ideas and Details

<p>Comprehension Reader</p> <ul style="list-style-type: none"> • "My Tree"—pp. 65–66 	<p>KLA.B.10 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.B.11 identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support</p> <p>KLA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p>	<p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p>
<p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—p. 67 	<p>KLA.B.10 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.B.11 identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support</p> <p>KLA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p>	<p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Unit Review</p> <ul style="list-style-type: none"> • p. 68 	<p>KLA.B.10 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.B.11 identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support</p> <p>KLA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>

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Unit 4 Text Types and Purposes: Write Informative Texts

<p>Write Informative Texts</p> <ul style="list-style-type: none"> Read a Writing Model—pp. 72–73 	<p>KLA.D.25 use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p>	<p>ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<ul style="list-style-type: none"> My Writing—pp. 74–75 	<p>KLA.D.25 use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Language Development</p> <ul style="list-style-type: none"> Build Language—pp. 76–77 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a 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>)</p> <p>KLA.F.40.a sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKSL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>ELAGSEKL5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Share Your Writing—p. 78 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.35 add drawings or other visual displays to descriptions as desired to provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>

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Unit 4 Text Types and Purposes: Write Informative Texts

<ul style="list-style-type: none"> Be a Good Listener—p. 79 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p>Unit Review</p> <ul style="list-style-type: none"> p. 80 	<p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.38.a capitalize the first word in a sentence and the pronoun I</p>	<p>ELAGSEKL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKL2.a Capitalize the first word in a sentence and the pronoun I.</p>
	<p>KLA.F.38.b recognize and name end punctuation</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>KLA.F.40.a sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p>	<p>ELAGSEKL2.b Recognize and name end punctuation.</p> <p>ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>ELAGSEKL5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>

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Unit 5 Reading Literature: Craft and Structure

<p>Foundational Skills Poem</p> <ul style="list-style-type: none"> Jack and the Beans”—p. 84 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Foundational Skills Read Together</p> <ul style="list-style-type: none"> “My School”—p. 85 	<p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 5 Reading Literature: Craft and Structure

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	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Letter-Sound Practice—pp. 86–87 	<p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>
<ul style="list-style-type: none"> Phonics in Context—p. 88 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>KLA.F.38.d spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>ELAGSEKL2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

Unit 5 Reading Literature: Craft and Structure

<p>Foundational Skills Reader</p> <ul style="list-style-type: none"> • "The Parade"—pp. 89–90 	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.23.a read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF4 Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>); read emergent-reader texts with purpose and understanding.</p>
<p>Language Development</p> <ul style="list-style-type: none"> • Build Language—p. 91 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.d understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>KLA.F.40.c identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKSL1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>ELAGSEKSL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKSL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>ELAGSEKSL5.c Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>ELAGSEKSL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Read Aloud</p> <ul style="list-style-type: none"> • "My Neighborhood"—pp. 92–93 	<p>KLA.A.4 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.A.5 recognize common types of texts (e.g., storybooks, poems)</p> <p>KLA.A.6 name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 5 Reading Literature: Craft and Structure

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	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Understanding Unknown Words</p> <ul style="list-style-type: none"> Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95 	<p>KLA.A.4 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Recognizing Text Types</p> <ul style="list-style-type: none"> Read Along: “In the City” (Traditional Tale)—pp. 96–97 	<p>KLA.A.5 recognize common types of texts (e.g., storybooks, poems)</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Naming Authors and Illustrators</p> <ul style="list-style-type: none"> Read Along: “Be You!” (Realistic Fiction)—pp. 26–27 	<p>KLA.A.6 name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>

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Unit 5 Reading Literature: Craft and Structure

<p>Close Reading</p> <ul style="list-style-type: none"> p. 100 	<p>KLA.A.4 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.A.5 recognize common types of texts (e.g., storybooks, poems)</p> <p>KLA.A.6 name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</p>	<p>ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
<p>Comprehension Reader</p> <ul style="list-style-type: none"> “It Is Time!”—pp. 101-102 	<p>KLA.A.4 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.A.5 recognize common types of texts (e.g., storybooks, poems)</p> <p>KLA.A.6 name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p>	<p>ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p>
<p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts—p. 103 	<p>KLA.A.8 compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support</p>	<p>ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p>Unit Review</p> <ul style="list-style-type: none"> p. 104 	<p>KLA.A.4 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.A.5 recognize common types of texts (e.g., storybooks, poems)</p> <p>KLA.A.6 name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>

Unit 6 Text Types and Purposes: Write Fictional Narratives

<p>Write Fictional Narratives</p> <ul style="list-style-type: none"> Read a Writing Model—pp. 108–109 	<p>KLA.D.26 use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<ul style="list-style-type: none"> My Writing—pp. 110–111 	<p>KLA.D.26 use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Language Development</p> <ul style="list-style-type: none"> Build Language—pp. 112–113 	<p>KLA.E.32 confirm understanding of written texts 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 KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly KLA.F.37.d understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) KLA.F.37.f produce and expand complete sentences in shared language activities KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) KLA.F.40.c identify real-life connections between words and their use (e.g., note places at school that are colorful) KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly. ELAGSEKL1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). ELAGSEKL1.f Produce and expand complete sentences in shared language activities. ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). ELAGSEKL5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Share Your Writing—p. 114 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>

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Unit 6 Text Types and Purposes: Write Fictional Narratives		
<ul style="list-style-type: none"> Be a Good Listener—p. 115 	KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)	ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
Unit Review <ul style="list-style-type: none"> p. 116 	KLA.F.38.b recognize and name end punctuation	ELAGSEKL2.b Recognize and name end punctuation.

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Unit 7 Reading Informational Text: Craft and Structure		
Foundational Skills Poem <ul style="list-style-type: none"> “See the Rainbow”—p. 120 	KLA.C.20.a follow words from left to right, top to bottom, and page-by-page KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters KLA.C.21.c blend and segment onsets and rimes of single-syllable spoken words KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ	ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page. ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters. ELAGSEKRF2.c Blend and segment onsets and rimes of single-syllable spoken words. ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels. ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Foundational Skills Read Together <ul style="list-style-type: none"> “The River”—p. 121 	KLA.B.19 engage actively in group reading of informational text with purpose and understanding KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ	ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding. ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels. ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Unit 7 Reading Informational Text: Craft and Structure

<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Letter-Sound Practice—pp. 122-123 	<p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>
<ul style="list-style-type: none"> Phonics in Context—p. 88 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>KLA.F.38.d spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>ELAGSEKL2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<p>Foundational Skills Reader</p> <ul style="list-style-type: none"> “The Jay”—pp. 125-126 	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support</p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>

Unit 7 Reading Informational Text: Craft and Structure

<p>Language Development</p> <ul style="list-style-type: none"> Build Language—p. 55 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.e use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>KLA.F.40.b demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>ELAGSEKL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).</p> <p>ELAGSEKL5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Read Along</p> <ul style="list-style-type: none"> “Our Camping Trip”—pp. 128–129 	<p>KLA.B.13 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.B.14 identify the front cover, back cover, and title page of a book</p> <p>KLA.B.15 name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.</p> <p>ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Asking Questions About Words</p> <ul style="list-style-type: none"> “Leaf Rubbing” (Procedural Text)—pp. 130–131 	<p>KLA.B.13 ask and answer questions about unknown words in a text, with prompting and support</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 7 Reading Informational Text: Craft and Structure

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	<p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Identifying Parts of a Book</p> <ul style="list-style-type: none"> “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132-133 	<p>KLA.B.14 identify the front cover, back cover, and title page of a book</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Defining Roles of Author and Illustrator</p> <ul style="list-style-type: none"> “At the Seashore” (Nonfictional Narrative)—pp. 134-135 	<p>KLA.B.15 name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Close Reading</p> <ul style="list-style-type: none"> p. 136 	<p>KLA.B.13 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.B.14 identify the front cover, back cover, and title page of a book</p> <p>KLA.B.15 name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text</p>	<p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.</p> <p>ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
<p>Comprehension Reader</p> <ul style="list-style-type: none"> “Park Rangers” by Sam Lewis—pp. 137-138 	<p>KLA.B.13 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.B.14 identify the front cover, back cover, and title page of a book</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 7 Reading Informational Text: Craft and Structure

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	<p>KLA.B.15 name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p>	<p>ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p>
<p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts—p. 67 	<p>KLA.B.13 ask and answer questions about unknown words in a text, with prompting and support</p> <p>KLA.B.14 identify the front cover, back cover, and title page of a book</p> <p>KLA.B.15 name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p>	<p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.</p> <p>ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Unit Review</p> <ul style="list-style-type: none"> p. 68 	<p>KLA.B.10 ask and answer questions about key details in a text, with prompting and support</p> <p>KLA.B.11 identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support</p> <p>KLA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>

Unit 8 Text Types and Purposes: Write Opinion Pieces

<p>Write Informative Texts</p> <ul style="list-style-type: none"> Read a Writing Model—pp. 144-145 	<p>KLA.D.24 use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p> <p>KLA.D.29 participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p>	<p>ELAGSEKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<ul style="list-style-type: none"> My Writing—pp. 146-147 	<p>KLA.D.24 use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p> <p>KLA.D.29 participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p> <p>KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Language Development</p> <ul style="list-style-type: none"> Build Language—pp. 148-149 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.e use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>KLA.F.40.b demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>ELAGSEKL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).</p> <p>ELAGSEKL5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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Unit 8 Text Types and Purposes: Write Opinion Pieces

<p>Speaking and Listening</p> <ul style="list-style-type: none"> Share Your Writing—p. 150 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.35 add drawings or other visual displays to descriptions as desired to provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<ul style="list-style-type: none"> Be a Good Listener—p. 151 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p>Unit Review</p> <ul style="list-style-type: none"> p. 152 	<p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.37.e use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>KLA.F.40.b demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p>	<p>ELAGSEKSL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKSL1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>ELAGSEKSL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>ELAGSEKSL5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*</p>

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Unit 9 Reading Literary Text: Integration of Knowledge and Ideas

<p>Foundational Skills Poem</p> <ul style="list-style-type: none"> “Come to the Fair!”—p. 156 	<p>KLA.C.20.c understand that words are separated by spaces in print</p> <p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.21.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/.)</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKRF1.c Understand that words are separated by spaces in print.</p> <p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF2.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/.)</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p style="text-align: center;"><i>continued on next page</i></p>
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Unit 9 Reading Literary Text: Integration of Knowledge and Ideas

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Foundational Skills Read Together</p> <ul style="list-style-type: none"> • “A Flock of Birds”—p. 157 	<p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Letter-Sound Practice—pp. 86–87 	<p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>
<ul style="list-style-type: none"> • Phonics in Context—p. 88 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>KLA.F.38.d spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>ELAGSEKL2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

Unit 9 Reading Literary Text: Integration of Knowledge and Ideas

<p>Foundational Skills Reader</p> <ul style="list-style-type: none"> Are We There Yet?—pp. 161–162 	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.C.23 read emergent-reader texts, with purpose and understanding</p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKRF4 Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>); read emergent-reader texts with purpose and understanding.</p>
<p>Language Development</p> <ul style="list-style-type: none"> Build Language—p. 91 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.b use frequently occurring nouns and verbs</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a 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>)</p> <p>KLA.F.40.d begin to distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL1.b Use frequently occurring nouns and verbs.</p> <p>ELAGSEKL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>ELAGSEKL5.d Begin to distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Read Aloud</p> <ul style="list-style-type: none"> “A Desert Adventure”—pp. 164–165 	<p>KLA.A.7 describe the relationship between illustrations and the story (how illustrations support the text), with prompting and support</p> <p>KLA.A.7.a tell stories using wordless picture books and picture sequences</p> <p>KLA.A.7.b make predictions from pictures and titles</p> <p>KLA.A.8 compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support</p> <p style="text-align: right;"><i>continued on next page</i></p>	<p>ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).</p> <p>ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p style="text-align: right;"><i>continued on next page</i></p>

Unit 9 Reading Literary Text: Integration of Knowledge and Ideas

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	<p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Understanding Story Illustrations</p> <ul style="list-style-type: none"> Read Along: “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166–167 	<p>KLA.A.7 describe the relationship between illustrations and the story (how illustrations support the text), with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Comparing and Contrasting Story Characters</p> <ul style="list-style-type: none"> “New to New York” (Realistic Fiction)—pp. 168–169 	<p>KLA.A.8 compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Close Reading</p> <ul style="list-style-type: none"> p. 170 	<p>KLA.A.7 describe the relationship between illustrations and the story (how illustrations support the text), with prompting and support</p> <p>KLA.A.5 recognize common types of texts (e.g., storybooks, poems)</p> <p>KLA.A.6 name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</p>	<p>ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).</p> <p>ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>

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Unit 9 Reading Literary Text: Integration of Knowledge and Ideas		
<p>Comprehension Reader</p> <ul style="list-style-type: none"> • "The Party"—pp. 171-172 	<p>KLA.A.7 describe the relationship between illustrations and the story (how illustrations support the text), with prompting and support</p> <p>KLA.A.8 compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p>	<p>ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).</p> <p>ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p>
<p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—p. 173 	<p>KLA.A.7 describe the relationship between illustrations and the story (how illustrations support the text), with prompting and support</p> <p>KLA.A.8 compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support</p>	<p>ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).</p> <p>ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p>Unit Review</p> <ul style="list-style-type: none"> • p. 174 	<p>KLA.A.7 describe the relationship between illustrations and the story (how illustrations support the text), with prompting and support</p> <p>KLA.A.9 engage in group reading activities, including choral speaking and creative drama, with purpose and understanding</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).</p> <p>ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>
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Unit 10 Research to Build and Present Knowledge: Write Research Reports		
<p>Write Informative Texts</p> <ul style="list-style-type: none"> • Read a Writing Model—pp. 178-179 	<p>KLA.D.29 participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p>	<p>ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<ul style="list-style-type: none"> • Listen to Gather Facts/My Writing—pp. 180-181 	<p>KLA.D.25 use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p style="text-align: center;"><i>continued on next page</i></p>

Unit 10 Research to Build and Present Knowledge: Write Research Reports

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	<p>KLA.D.29 participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support</p> <p>KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Language Development</p> <ul style="list-style-type: none"> Build Language—pp. 182-183 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.b use frequently occurring nouns and verbs</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>KLA.F.40.d begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL1.b Use frequently occurring nouns and verbs.</p> <p>ELAGSEKL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>ELAGSEKL5.d Begin to distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Speaking and Listening</p> <ul style="list-style-type: none"> Share Your Writing—p. 184 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<ul style="list-style-type: none"> Be a Good Listener—p. 185 	<p>KLA.E.31.a follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p><i>continued on next page</i></p>	<p>ELAGSEKSL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><i>continued on next page</i></p>

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Unit 10 Research to Build and Present Knowledge: Write Research Reports		
	<i>continued from preceding page</i> KLA.E.32 confirm understanding of written texts 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 KLA.E.33 ask and answer questions in order to seek help, get information, or clarify something that is not understood	<i>continued from preceding page</i> ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Unit Review <ul style="list-style-type: none"> p. 186 	KLA.F.37.a print legibly all upper- and lowercase letters and first and last names KLA.F.37.b use frequently occurring nouns and verbs KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes) KLA.F.40.d begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings	ELAGSEKL1.a Print many upper- and lowercase letters. ELAGSEKL1.b Use frequently occurring nouns and verbs. ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). ELAGSEKL5.d Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
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Foundational Skills Poem <ul style="list-style-type: none"> “Seasons”—p. 190 	KLA.C.20.a follow words from left to right, top to bottom, and page-by-page KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters KLA.C.20.c understand that words are separated by spaces in print KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ	ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page. ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters. ELAGSEKRF1.c Understand that words are separated by spaces in print. ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels. ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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<p>Foundational Skills Read Together</p> <ul style="list-style-type: none"> • "Quick Leaf Facts"—p. 191 	<p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Letter-Sound Practice—pp. 192–193 	<p>KLA.C.20.d name and match all upper- and lowercase letters of the alphabet out of sequence</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>
<ul style="list-style-type: none"> • Phonics in Context—p. 194 	<p>KLA.C.20.a follow words from left to right, top to bottom, and page-by-page</p> <p>KLA.C.20.b recognize that spoken words are represented in written language by specific sequences of letters</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p> <p>KLA.F.38.c write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>KLA.F.38.d spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>ELAGSEKRF1.a Follow words from left to right, top to bottom, and page-by-page.</p> <p>ELAGSEKRF1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL1.a Print many upper- and lowercase letters.</p> <p>ELAGSEKL2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>ELAGSEKL2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

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<p>Foundational Skills Reader</p> <ul style="list-style-type: none"> • "Snowflakes!:"—pp. 195–196 	<p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p> <p>KLA.C.22.c distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>KLA.F.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support</p>	<p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p>ELAGSEKRF3.c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>Language Development</p> <ul style="list-style-type: none"> • Build Language—p. 197 	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.E.34 describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>KLA.E.36 speak audibly and express thoughts, feelings, and ideas clearly</p> <p>KLA.F.37.f produce and expand complete sentences in shared language activities</p> <p>KLA.F.39.a identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>KLA.F.39.b use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL1.f Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).</p> <p>ELAGSEKL4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Read Aloud</p> <ul style="list-style-type: none"> • "What Are Clouds?"—pp. 198–199 	<p>KLA.B.16 describe the relationship between illustrations and the text (how illustrations support the text), with prompting and support</p> <p>KLA.B.17 identify the reasons an author gives to support points in a text, with prompting and support</p> <p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p>ELAGSEKR17 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p>ELAGSEKR18 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>ELAGSEKR19 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSEKR110 Actively engage in group reading of informational text with purpose and understanding.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p>KLA.E.32 confirm understanding of written texts 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</p> <p>KLA.F.41 use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Understanding Illustrations and Text</p> <ul style="list-style-type: none"> Read Along: “Summer Fun” (Nonfictional Narrative)—pp. 200–201 	<p>KLA.B.16 describe the relationship between illustrations and the text (how illustrations support the text), with prompting and support</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Naming Author’s Reasons</p> <ul style="list-style-type: none"> Read Along: “Happy Fall!” (Opinion Piece)—pp. 202–203 	<p>KLA.B.17 identify the reasons an author gives to support points in a text, with prompting and support</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Comparing Texts</p> <ul style="list-style-type: none"> Read Along: “Here Come the Whales!” (Informational Text)/“There Go the Geese!” (Informational Text)—pp. 204–205 	<p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p> <p>KLA.E.32 confirm understanding of written texts 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</p>	<p>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p> <p>ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.</p>

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<p>Close Reading</p> <ul style="list-style-type: none"> p. 206 	<p>KLA.B.16 describe the relationship between illustrations and the text (how illustrations support the text), with prompting and support</p> <p>KLA.B.17 identify the reasons an author gives to support points in a text, with prompting and support</p> <p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p>	<p>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p>ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Comprehension Reader</p> <ul style="list-style-type: none"> “Winter Stuff”—pp. 207–208 	<p>KLA.B.16 describe the relationship between illustrations and the text (how illustrations support the text), with prompting and support</p> <p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p> <p>KLA.B.19 engage actively in group reading of informational text with purpose and understanding</p>	<p>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.</p>
<p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts—p. 209 	<p>KLA.B.16 describe the relationship between illustrations and the text (how illustrations support the text), with prompting and support</p> <p>KLA.B.17 identify the reasons an author gives to support points in a text, with prompting and support</p> <p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p>	<p>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p>ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Unit Review</p> <ul style="list-style-type: none"> p. 210 	<p>KLA.B.16 describe the relationship between illustrations and the text (how illustrations support the text), with prompting and support</p> <p>KLA.B.18 identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)</p> <p>KLA.C.22.a demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant</p> <p>KLA.C.22.b demonstrate basic knowledge of long and short sounds for the five major vowels</p>	<p>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p>ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELAGSEKRF3.a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p> <p>ELAGSEKRF3.b Demonstrate basic knowledge of long and short sounds for the given major vowels.</p>

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Writing Handbook		
<ul style="list-style-type: none"> Start Writing—p. 212 	<p>KLA.D.26 use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p>KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> Make Your Writing Even Better—p. 213 	<p>KLA.D.26 use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p>KLA.D.27 respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance and support from adults</p> <p>KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> Share Your Writing—p. 214 	<p>KLA.D.26 use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p>KLA.D.28 use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults</p> <p>KLA.D.30 recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p>	<p>ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
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Print Letters		
<ul style="list-style-type: none"> Aa through Zz—pp. 215–223 	<p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p>	<p>ELAGSEKL1 Print many upper- and lowercase letters.</p>
<ul style="list-style-type: none"> My Name—p. 224 	<p>KLA.F.37.a print legibly all upper- and lowercase letters and first and last names</p>	<p>ELAGSEKL1 Print many upper- and lowercase letters.</p>