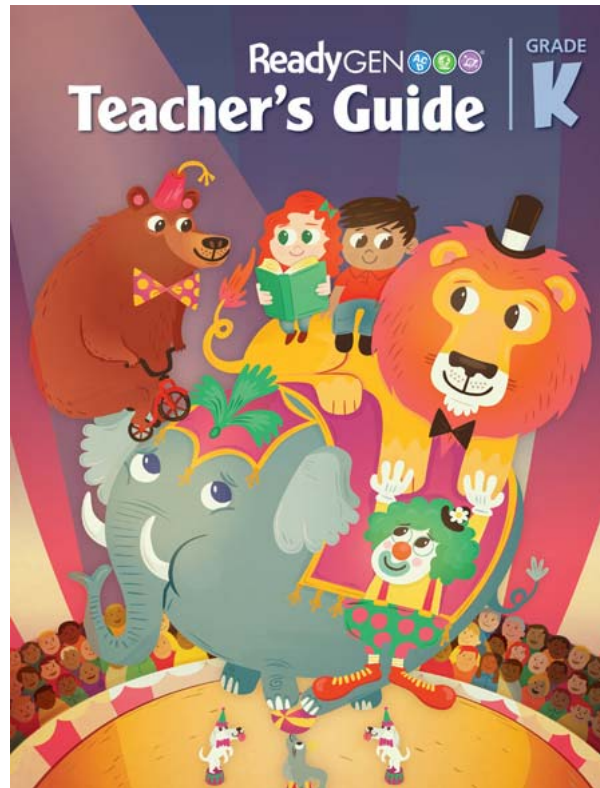


A Correlation of
ReadyGEN
Kindergarten, ©2016



To the
California
English Language Development Standards

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the California English Language Development Standards (ELD) Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

ReadyGEN © 2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students' behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher's Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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**Part 2 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight
Kindergarten – California English Language Development Standards**

The California English Language Development Standards (CA ELD Standards) describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content, with particular alignment to the key knowledge, skills, and abilities for achieving college- and career-readiness described in the Common Core State Standards for ELA. However, the CA ELD Standards do not repeat the Common Core State Standards for ELA, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	PART I: INTERACTING IN MEANINGFUL WAYS				
	A. Collaborative				
	1. Exchanging information and ideas				
PI.K.1.Em	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.	TG U1: 63, 83, 103, 123, 163, 203, 213, 243, 273 TG U2: 33, 53, 54, 83, 103, 123, 174, 183, 203, 257, 263, 273 TG U3: 33, 54, 63, 123, 183, 263 TG U4: 33, 63, 74, 83, 103, 123, 133, 174, 177, 193, 253, 263, 273 TG U5: 41, 83, 103, 123, 163, 194, 213, 253 TG U6: 13, 23, 33, 53, 73, 83, 103, 123, 163, 164, 193, 199, 203, 213, 223, 274			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.1.Ex	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	TG U1: 13, 53, 73, 148, 183, 193, 273, 280, 288 TG U2: 13, 33, 63, 73, 94, 134, 148, 189, 223, 233, 249, 266, 273, 288 TG U3: 23, 43, 63, 73, 93, 148, 214 TG U4: 53, 73, 93, 148, 243 TG U5: 41, 93, 148, 183, 193, 203, 243, 288 TG U6: 43, 63, 148, 183, 199, 288			
PI.K.1.Br	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	TG U1: 13, 53, 73, 148, 183, 193, 273, 280, 288 TG U2: 13, 33, 63, 73, 94, 134, 148, 189, 223, 233, 249, 266, 273, 288 TG U3: 23, 43, 63, 73, 93, 148, 214 TG U4: 53, 73, 93, 148, 243 TG U5: 41, 93, 148, 183, 193, 203, 243, 288 TG U6: 43, 63, 148, 183, 199, 288			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	2. Interacting via written English				
PI.K.2.Em	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.	TG U1: 18-20, 28-30, 38-40, 48-50, 98-100, 138-140, 188-190, 208-210, 228-230, 248-250 TG U2: 48-50, 98-100, 128-130, 228-230, 238-240, 258-260, 268-270, 278-280 TG U3: 28-30, 48-50, 68-70, 78-80, 128-130 TG U4: 18-20, 28-30, 38-40, 78-80, 138-140, 168-170, 178-180 TG U5: 168-170, 188-190, 198-200, 208-210, 218-220 TG U6: 88-90, 98-100, 168-170			
PI.K.2.Ex	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.	TG U1: 88-90, 143, 178-180, 208-210, 238-240, 258-260, 268-270, 278-280 TG U2: 108-110, 118-120, 143, 228-230, 248-250, 283 TG U3: 28-30, 188-190, 198-200, 228-230, 268-270, 283 TG U4: 138-140, 228-230, 238-240, 248-250, 268-270 TG U5: 68-70, 118-120, 198-200, 268-270 TG U6: 28-30, 48-50, 58-60, 98-100, 208-210			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.2.Br	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.	TG U1: 78-80, 143, 283 TG U2: 38-40, 58-60, 68-70, 98-100, 143, 218-220, 283 TG U3: 28-30, 88-90, 98-100, 143, 218-220, 238-240, 248-250, 268-270, 278-280, 283 TG U4: 28-30, 68-70, 78-80, 98-100, 108-110, 118-120, 128-130, 268-270 TG U5: 18-20, 38-40, 48-50, 58-60, 78-80, 98-100, 128-130, 238-240, 268-270 TG U6: 68-70, 78-80, 128-130, 188-190, 208-210, 218-220, 228-230, 248-250, 258-260			
	3. Offering opinions				
PI.K.3.Em	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i>), as well as open responses.	TG U1: 83, 132 TG U2: 180, 190, 200, 210, 220, 229, 230, 250, 260, 272, 280, 283, 288 TG U3: 132, 236 TG U4: 259, 276 TG U5: 20, 30, 40, 60, 70, 80, 100, 110, 120, 130, 132, 140, 148 TG U6: 20, 30, 40, 50, 60, 70, 80, 100, 110, 120, 130, 132, 148, 180, 190, 200, 220, 230, 240, 260, 270, 288			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.3.Ex	Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), as well as open responses, in order to gain and/or hold the floor.	For related content, please see: TG U1: 83, 132 TG U2: 180, 190, 200, 210, 220, 229, 230, 250, 260, 272, 280, 283, 288 TG U3: 132, 236 TG U4: 259, 276 TG U5: 20, 30, 40, 60, 70, 80, 100, 110, 120, 130, 132, 140, 148 TG U6: 20, 30, 40, 50, 60, 70, 80, 100, 110, 120, 130, 132, 148, 180, 190, 200, 220, 230, 240, 260, 270, 288			
PI.K.3.Br	Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	For related content, please see: TG U1: 83, 132 TG U2: 180, 190, 200, 210, 220, 229, 230, 250, 260, 272, 280, 283, 288 TG U3: 132, 236 TG U4: 259, 276 TG U5: 20, 30, 40, 60, 70, 80, 100, 110, 120, 130, 132, 140, 148 TG U6: 20, 30, 40, 50, 60, 70, 80, 100, 110, 120, 130, 132, 148, 180, 190, 200, 220, 230, 240, 260, 270, 288			
	4. Adapting language choices				
PI.K.4.Em	No standard for kindergarten.				
PI.K.4.Ex	No standard for kindergarten.				
PI.K.4.Br	No standard for kindergarten.				

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	B. Interpretive				
	5. Listening actively				
PI.K.5.Em	Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.	For related content, please see: TG U1: 33, 67, 73, 148, 163, 223, 263, 288 TG U2: 43, 53, 113, 134, 148, 164, 203, 288 TG U3: 93, 148, 163, 183, 193, 203, 243, 253, 288 TG U4: 13, 43, 936, 113, 173, 193, 223, 288 TG U5: 43, 53, 63, 113, 148, 223, 230, 288 TG U6: 63, 93, 94, 148, 183, 193, 243, 288			
PI.K.5.Ex	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	For related content, please see: TG U1: 33, 67, 73, 148, 163, 223, 263, 288 TG U2: 43, 113, 134, 148, 164, 193, 203, 288 TG U3: 93, 148, 163, 183, 203, 213, 223, 253, 288 TG U4: 13, 43, 113, 163, 193, 197, 243, 288 TG U5: 43, 63, 73, 148, 203, 230, 288 TG U6: 63, 93, 94, 148, 183, 193, 243, 288			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.5.Br	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	This objective is addressed throughout the text. See the following: TG U1: 33, 67, 73, 148, 163, 223, 263, 288 TG U2: 43, 53, 113, 134, 148, 164, 193, 203, 288 TG U3: 93, 148, 163, 183, 193, 203, 213, 223, 243, 253, 288 TG U4: 13, 43, 936, 113, 163, 173, 193, 197, 223, 243, 288 TG U5: 43, 53, 73, 113, 148, 203, 230, 288 TG U6: 63, 93, 94, 148, 183, 193, 243, 288			
	6. Reading/viewing closely				
PI.K.6.Em	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	TG U1: 13, 26, 27, 33, 47, 63, 122, 163 TG U2: 15, 35, 93, 105, 106, 107, 132, 134, 135, 183, 227 TG U3: 16, 17, 37, 43, 85, 96, 97, 116, 137, 173, 273 TG U4: 32, 47, 62, 64, 66, 67, 106, 122, 224, 254 TG U5: 13, 23, 27, 63, 72, 96, 106, 182, 194, 196, 197, 202 TG U6: 14, 24, 26, 33, 207, 254, 256, 257, 263			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.6.Ex	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	TG U1: 163 TG U2: 106, 136 TG U3: 63, 94, 97, 173, 176 TG U4: 67, 106, 216, 224, 254 TG U5: 63, 72, 104, 196, 197 TG U6: 14, 24, 26, 34, 234, 244, 254, 256, 257			
PI.K.6.Br	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	TG U1: 163 TG U2: 106, 136 TG U3: 63, 94, 97, 173, 176 TG U4: 67, 106, 216, 224, 254 TG U5: 63, 72, 104, 196, 197 TG U6: 14, 24, 26, 34, 234, 244, 254, 256, 257			
7. Evaluating language choices					
PI.K.7.Em	Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.	TG U1: 53, 63, 273 TG U2: 104, 114, 116 TG U5: 182, 202, 253, 254			
PI.K.7.Ex	Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.	TG U1: 53, 63, 273 TG U2: 104, 114, 116 TG U5: 182, 202, 253, 254			
PI.K.7.Br	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.	TG U1: 53, 63, 273 TG U2: 104, 114, 116 TG U5: 182, 202, 253, 254			
8. Analyzing language choices					
PI.K.8.Em	Distinguish how two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.	TG U1: 114, 116, 117 TG U3: 64, 66, 67, 254, 256, 257 TG U5: 254, 256, 257 TG U6: 54, 56, 57			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.8.Ex	Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.	TG U1: 114, 116, 117 TG U3: 64, 66, 67, 254, 256, 257 TG U5: 254, 256, 257 TG U6: 54, 56, 57			
PI.K.8.Br	Distinguish how multiple different words with similar meaning (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) produce shades of meaning and a different effect.	TG U1: 114, 116, 117 TG U3: 64, 66, 67, 254, 256, 257 TG U5: 254, 256, 257 TG U6: 54, 56, 57			
C. Productive					
9. Presenting					
PI.K.9.Em	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	TG U1: 116, 117, 207 TG U2: 21, 31, 50, 61, 193, 229 TG U3: 119, 187, 229, 254 TG U4: 91, 101, 106, 109, 111, 183, 203, 256 TG U5: 106, 135, 254 TG U6: 23, 24, 26, 54, 57, 207, 263			
PI.K.9.Ex	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	TG U1: 20, 30, 70, 80, 100, 120, 140, 200, 240, 250, 270, 280 TG U2: 20, 60, 80, 100, 120, 170, 180, 210, 240, 260, 280 TG U3: 30, 50, 60, 80, 90, 110, 130, 190, 230, 258, 270 TG U4: 40, 60, 70, 90, 100, 120, 170, 190, 220, 240, 250, 270 TG U5: 20, 50, 90, 100, 110, 140, 170, 200, 250, 260, 270 TG U6: 30, 70, 80, 110, 130, 180, 230, 250, 260, 270, 280			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.9.Br	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	TG U1: 148, 288 TG U2: 148, 288 TG U3: 148, 288 TG U4: 148, 288 TG U5: 148, 288 TG U6: 148, 288			
	10. Composing/Writing				
PI.K.10.Em	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	TG U1: 18-20, 28-30, 38-40, 88-90, 98-100, 118-120, 138-140, 228-230 TG U2: 28-30, 128-130, 208-210, 228-230 TG U3: 18-20, 48-50, 68-70, 78-80, 118-120, 138-140, 178-180, 258-260 TG U4: 38-40, 218-220, 248-250 TG U5: 18-20, 98-100, 138-140, 208-210, 218-220, 248-250, 258-260 TG U6: 18-20, 178-180, 238-240			
PI.K.10.Ex	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	TG U1: 48-50, 58-60, 68-70, 108-110, 178-180, 198-200, 218-220 TG U2: 78-80, 88-90, 108-110, 118-120, 138-140, 218-220 TG U3: 38-40, 58-60, 88-90, 128-130, 188-190, 228-230, 278-280 TG U4: 18-20, 48-50, 58-60, 88-90, 138-140, 268-270 TG U5: 128-130, 188-190, 278-280 TG U6: 28-30, 38-40, 108-110, 168-170, 188-190			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.10.Br	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	TG U1: 78-80, 248-250, 268-270, 278-280 TG U2: 38-40, 58-60, 68-70, 98-100, 268-270 TG U3: 28-30, 98-100, 198-200, 218-220, 238-240, 248-250 TG U4: 28-30, 78-80, 98-100, 108-110, 118-120, 128-130, 238-240 TG U5: 38-40, 48-50, 58-60, 88-90, 238-240 TG U6: 68-70, 78-80, 198-200, 208-210, 218-220, 228-230, 248-250, 258-260			
	11. Supporting opinions				
PI.K.11.Em	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant background knowledge.	TG U2: 188, 189, 190, 218, 219, 220, 259, 279, 280, 284, 285, 288 TG U5: 19, 29, 39, 79, 99, 119, 139, 144 TG U6: 48, 49, 50, 58, 59, 60, 98, 99, 100, 189, 278, 279, 280			
PI.K.11.Ex	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	TG U2: 188, 189, 190, 218, 219, 220, 258, 259, 260, 279, 280, 284, 285, 288 TG U5: 19, 20, 29, 39, 78, 79, 99, 100, 118, 119, 139, 144 TG U6: 48, 49, 50, 58, 59, 60, 98, 99, 100, 109, 189, 278, 279, 280			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.11.Br	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	<p>TG U2: 188, 189, 190, 218, 219, 220, 258, 259, 260, 278, 279, 280, 284, 285, 288</p> <p>G U5: 19, 20, 29, 39, 78, 79, 80, 88, 89, 99, 100, 118, 119, 120, 139, 144</p> <p>TG U6: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 98, 99, 100, 109, 168, 169, 189, 278, 279, 280</p>			
	12. Selecting language resources				
PI.K.12.Em	<p>a) Retell texts and recount experiences using a select set of key words.</p> <p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word spicy to describe a favorite food, using the word larva when explaining insect metamorphosis) while speaking and composing.</p>	<p>TG U1: 18-20, 28-30, 48-50, 59, 72, 74, 75, 77, 79, 98-100, 106, 118-120, 132, 134, 135, 138-140, 264, 266, 267</p> <p>TG U2: 14, 16, 62, 64, 65, 66, 67, 109, 122, 124, 126, 127, 228-230</p> <p>TG U3: 52, 54, 55, 56, 57, 78-80, 132, 135, 178-180, 218-230, 258-260,</p> <p>TG U4: 32, 34, 38-40, 47, 65, 114, 117, 135</p> <p>TG U5: 132, 134, 167, 234, 267, 274, 278-280</p> <p>TG U6: 14, 16, 17, 42, 87, 238-240, 263</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.K.12.Ex	<p>a) Retell texts and recount experiences using complete sentences and key words.</p> <p>b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word <i>scurry</i> versus <i>run</i>) while speaking and composing.</p>	<p>TG U1: 18-20, 28-30, 38-40, 48-50, 59, 72, 74, 75, 77, 79, 98-100, 106, 114, 116, 117, 118-120, 132, 134, 135, 138-140, 264, 266, 267</p> <p>TG U2: 14, 16, 38, 39, 40, 62, 64, 65, 66, 67, 109, 122, 124, 126, 127, 166, 228-230</p> <p>TG U3: 52, 54, 55, 56, 57, 64, 66, 67, 78-80, 132, 135, 178-180, 218-220, 228-230, 254, 256, 257, 258-260</p> <p>TG U4: 32, 34, 38-40, 47, 65, 114, 117, 135</p> <p>TG U5: 132, 134, 167, 234, 254, 256, 257, 267, 274, 278-280</p> <p>TG U6: 14, 16, 17, 42, 54, 56, 57, 87, 238-240, 263</p>			
PI.K.12.Br	<p>a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word <i>suddenly</i> to signal a change) or to create shades of meaning (e.g., The cat's fur was as <i>white</i> as <i>snow</i>.) while speaking and composing.</p>	<p>TG U1: 18-20, 28-30, 38-40, 48-50, 59, 72, 74, 75, 77, 79, 98-100, 106, 114, 116, 117, 118-120, 132, 134, 135, 138-140, 264, 266, 267</p> <p>TG U2: 14, 16, 38, 39, 40, 62, 64, 65, 66, 67, 109, 122, 124, 126, 127, 166, 228-230</p> <p>TG U3: 52, 54, 55, 56, 57, 64, 66, 67, 78-80, 132, 135, 178-180, 218-220, 228-230, 254, 256, 257, 258-260</p> <p>TG U4: 32, 34, 38-40, 47, 65, 114, 117, 135</p> <p>TG U5: 132, 134, 167, 234, 254, 256, 257, 267, 274, 278-280</p> <p>TG U6: 14, 16, 17, 42, 54, 56, 57, 87, 238-240, 263</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	PART II: LEARNING ABOUT HOW ENGLISH WORKS				
	A. Structuring Cohesive Texts				
	1. Understanding text structure				
P11.K.1.Em	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	TG U1: 53, 58-60, 78-80, 84, 104 TG U2: 14, 58-60, 78-80, 108-110, 128-130, 173, 183, 209, 223 TG U3: 84, 138-140, 143, 145, 253 TG U4: 38-40, 114, 116, 117, 143, 144, 145 TG U5: 14, 16, 17, 34, 84, 85, 87, 104, 106 TG U6: 14, 17, 128-130			
P11.K.1.Ex	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	TG U1: 53, 58-60, 78-80, 84, 104 TG U2: 14, 58-60, 78-80, 108-110, 128-130, 173, 183, 209, 223 TG U3: 84, 138-140, 143, 145, 253 TG U4: 38-40, 114, 116, 117, 143, 144, 145 TG U5: 14, 16, 17, 34, 84, 85, 87, 104, 106 TG U6: 14, 17, 128-130			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
P.II.K.1.Br	Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	TG U1: 53, 58-60, 78-80, 84, 104 TG U2: 14, 58-60, 78-80, 108-110, 128-130, 173, 183, 209, 223 TG U3: 84, 138-140, 143, 145, 253 TG U4: 38-40, 114, 116, 117, 143, 144, 145 TG U5: 14, 16, 17, 34, 84, 85, 87, 104, 106 TG U6: 14, 17, 128-130			
	2. Understanding cohesion				
P.II.K.2.Em	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one time, then</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	TG U1: 58-60, 74, 76, 78-80, 84, 104, 107, 123 TG U2: 16, 78-80, 108-110, 128-130 TG U3: 188-190, 228-230, 268-270 TG U4: 32, 38-40, 88-90, 98, 112, 114, 117, 123, 144 TG U5: 14, 34, 84 TG U6: 17			
P.II.K.2.Ex	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>next, after a long time</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	TG U1: 58-60, 74, 76, 78-80, 84, 104, 107, 123 TG U2: 16, 78-80, 108-110, 128-130 TG U3: 188-190, 228-230, 268-270 TG U4: 32, 38-40, 88-90, 98, 112, 114, 117, 123, 144 TG U5: 14, 34, 84 TG U6: 17			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PII.K.2.Br	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>first/second/third, once, at the end</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	TG U1: 58-60, 74, 76, 78-80, 84, 104, 107, 123 TG U2: 16, 78-80, 108-110, 128-130 TG U3: 188-190, 228-230, 268-270 TG U4: 32, 38-40, 88-90, 98, 112, 114, 117, 123, 144 TG U5: 14, 34, 84 TG U6: 17			
	B. Expanding & Enriching Ideas				
	3. Using verbs and verb phrases				
PII.K.3.Em	a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	TG U1: 116, 117, 139, 230, 231 TG U2: 20, 21, 30, 31, 60, 61 TG U3: 90, 91, 100, 101, 110, 111 TG U4: 90, 91, 100, 101, 110, 111 TG U5: 240, 241, 250, 251, 260, 261 TG U6: 210, 211			
PII.K.3.Ex	a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.	TG U1: 116, 117, 139, 230, 231 TG U2: 20, 21, 30, 31, 60, 61 TG U3: 90, 91, 100, 101, 110, 111 TG U4: 90, 91, 100, 101, 110, 111 TG U5: 240, 241, 250, 251, 260, 261 TG U6: 210, 211			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
P11.K.3.Br	<p>a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>	<p>TG U1: 116, 117, 139, 230, 231 TG U2: 20, 21, 30, 31, 60, 61 TG U3: 90, 91, 100, 101, 110, 111 TG U4: 90, 91, 100, 101, 110, 111 TG U5: 240, 241, 250, 251, 260, 261 TG U6: 210, 211</p>			
4. Using nouns and noun phrases					
P11.K.4.Em	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	<p>TG U1: 229 TG U2: 201 TG U3: 241 TG U4: 211 TG U5: 249, 253 TG U6: 241</p>			
P11.K.4.Ex	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	<p>TG U1: 229 TG U2: 201 TG U3: 241 TG U4: 211 TG U5: 249, 253 TG U6: 241</p>			
P11.K.4.Br	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.	<p>TG U1: 229 TG U2: 201 TG U3: 241 TG U4: 211 TG U5: 249, 253 TG U6: 241</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	5. Modifying to add details				
PII.K.5.Em	Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	TG U2: 230, 231, 240, 241, 250, 251, 260, 261, 270, 271 TG U3: 190, 191, 200, 201, 210, 211 TG U6: 261, 270, 271, 280, 281			
PII.K.5.Ex	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	TG U2: 230, 231, 240, 241, 250, 251, 260, 261, 270, 271 TG U3: 190, 191, 200, 201, 210, 211 TG U6: 261, 270, 271, 280, 281			
PII.K.5.Br	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	TG U2: 230, 231, 240, 241, 250, 251, 260, 261, 270, 271 TG U3: 190, 191, 200, 201, 210, 211 TG U6: 261, 270, 271, 280, 281			
	C. Connecting & Condensing Ideas				
	6. Connecting ideas				
PII.K.6.Em	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.	For related content, please see: TG U2: 170, 171, 180, 181 TG U3: 240, 241, 250, 251, 260, 261 TG U6: 90, 91, 100, 101, 250, 251, 260, 261			
PII.K.6.Ex	Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i>) in shared language activities guided by the teacher and with increasing independence.	For related content, please see: TG U2: 170, 171, 180, 181 TG U3: 240, 241, 250, 251, 260, 261 TG U6: 90, 91, 100, 101, 250, 251, 260, 261			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
P.II.K.6.Br	Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> -> <i>The boy was hungry so he ate a sandwich.</i>) in shared language activities guided by the teacher and independently.	For related content, please see: TG U2: 170, 171, 180, 181 TG U3: 240, 241, 250, 251, 260, 261 TG U6: 90, 91, 100, 101, 250, 251, 260, 261			
	7. Condensing ideas				
P.II.K.7.Em	No standard for kindergarten.				
P.II.K.7.Ex	No standard for kindergarten.				
P.II.K.7.Br	No standard for kindergarten.				

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Part III: Using Foundational Literacy Skills				
	Foundational Literacy Skills (See Appendix A-Kindergarten):				
	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	TG U1: 17, 21, 27, 31, 41, 47, 51, 53, 61, 67, 71, 73, 77, 81, 83, 91, 97, 101, 111, 121, 127, 133, 141, 167, 177, 197, 211, 217, 227, 261, 267, 271, 281 TG U2: 17, 27, 31, 41, 47, 51, 67, 77, 91, 97, 117, 141, 177, 181, 191, 193, 197, 201, 211, 217, 221, 267, 281 TG U3: 21, 41, 47, 51, 61, 67, 71, 77, 81, 97, 121, 127, 141, 167, 171, 177, 181, 197, 221, 227, 231, 247, 251, 261, 271, 277, 281 TG U4: 21, 27, 31, 47, 71, 77, 81, 97, 121, 127, 131, 171, 177, 181, 197, 211, 221, 227, 241, 247, 271, 277, 281 TG U5: 21, 31, 47, 61, 71, 77, 81, 97, 127, 131, 141, 167, 171, 177, 181, 221, 231, 247, 263, 271, 277, 281 TG U6: 17, 21, 31, 47, 71, 77, 81, 91, 97, 117, 121, 127, 131, 141, 171, 177, 181, 197, 221, 227, 231, 241, 247, 277			
Appendix					