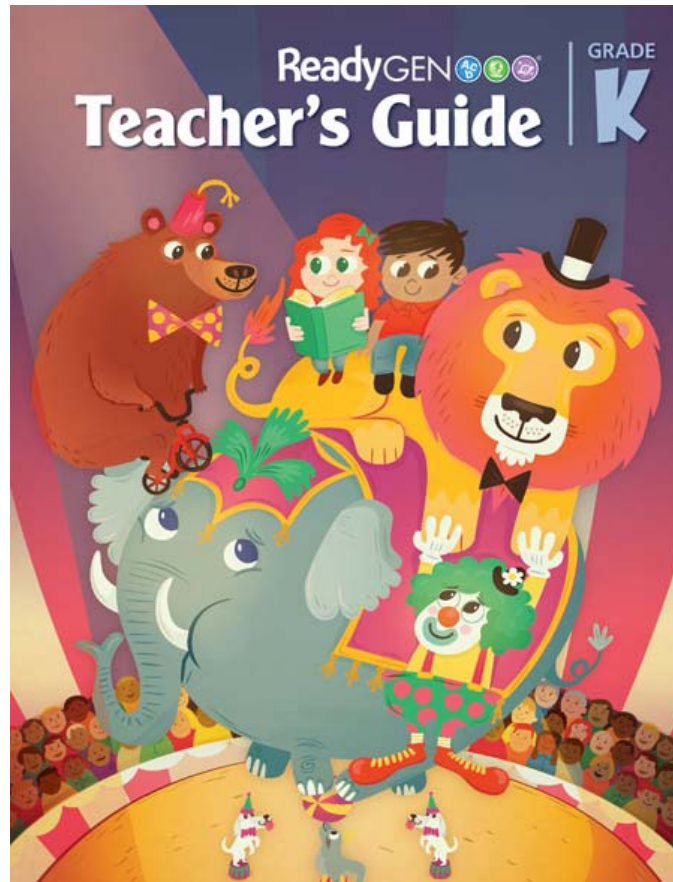


A Correlation of
ReadyGEN
Kindergarten, ©2016



To the
**Language Arts Florida Standards
(LAFS)
Kindergarten**

A Correlation of ReadyGEN, ©2016 to the Language Arts Florida Standards (LAFS) Kindergarten

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the Language Arts Florida Standards. 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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Language Arts Florida Standards (LAFS)	ReadyGEN, ©2016
Grade K	
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details.	
<p>LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 26-27, 32-34, 34-36, 36-37, 62-63, 64-65, 67-69, 87-89, 106-107, 137-139, 186-188</p> <p>TG U2: 42-44, 52-53, 72-74, 74-76, 76-77, 112-114</p> <p>TG U3: 37-39, 86-87, 106-107, 137-139</p> <p>TG U4: 37-39, 86-87, 92-94, 132-134, 134-135, 137-139, 236-238</p> <p>TG U5: 37, 62, 64-66, 66-67, 86-87, 137-139, 186-188</p> <p>TG U6: 132, 134, 136-137, 272, 274, 276-278</p>
<p>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 72-74, 74-76, 76-77, 132-134, 134-136</p> <p>TG U2: 16-17, 64-66, 66-67, 122-123, 124-126, 126-128</p> <p>TG U3: 52-54, 54-56</p> <p>TG U4: 32, 34, 112</p> <p>TG U5: 132, 134, 137</p> <p>TG U6: 42, 62</p>
<p>LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 22-24, 24-26, 26-27, 92-94, 94-96, 96-97, 102-103, 104-106, 106-108</p> <p>TG U2: 12-13, 32-33, 34-36, 102-104, 106-107, 132-134, 134-136</p> <p>TG U3: 12-14, 14-16, 16-17, 82-83, 92-94, 94-96, 96-97, 112-113, 114-116, 116-118</p> <p>TG U4: 62-64, 64-66, 66-67, 82, 84, 102, 104, 106, 112-113, 114-116, 116-118</p> <p>TG U5: 32-34, 67, 72-74, 102-104, 106-108</p> <p>TG U6: 12, 14, 16-17, 22, 24, 26, 32-33, 232, 234, 252, 254, 256</p>

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Language Arts Florida Standards (LAFS)	ReadyGEN, ©2016
Cluster 2: Craft and Structure.	
<p>LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 14, 24-26, 34-35, 44-45, 52-54, 54-56, 56-57, 64, 74, 84, 104-106, 114-115, 124-125, 134-136</p> <p>TG U2: 44-46, 84-86</p> <p>TG U3: 22, 24, 32, 62, 72, 74, 132, 134</p> <p>TG U4: 22, 24, 52-54, 54-56, 56-57, 72-74, 74-76, 76-77, 94-96, 96-98</p> <p>TG U5: 42, 44, 52, 54-56, 56-57, 72, 74, 112, 114-116, 116-118</p> <p>TG U6: 42, 44, 46-47, 52, 54, 62, 64</p>
<p>LAFS.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 82, 84</p> <p>TG U2: 22</p> <p>TG U3: 32, 182, 232</p> <p>TG U4: 92, 242</p> <p>TG U5: 12, 14-16, 16-17, 82, 84, 87, 92, 122, 242</p> <p>TG U6: 72, 192</p>
<p>LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 14-16, 16-18</p> <p>TG U2: 54-56, 62</p> <p>TG U3: 62</p> <p>TG U4: 12-14</p> <p>TG U5: 92-94, 96-98</p> <p>TG U6: 232</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 12-13, 16-17, 42-44, 44-46, 46-47, 96-97, 112</p> <p>TG U2: 22-23, 62-63, 72-74, 92-94, 96-97, 114-116, 116-118</p> <p>TG U3: 102-104, 106-108</p> <p>TG U4: 107-109, 42-44</p> <p>TG U5: 22-24</p> <p>TG U6: 72, 74, 76-78</p>
<p>LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 122-123, 124-126, 126-128</p> <p>TG U3: 122-124</p> <p>TG U4: 12-14, 32-34, 122-124, 126-128,</p> <p>TG U5: 122-124</p> <p>TG U6: 122-124, 126, 127</p>

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Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p> <p>TG U4: 12, 22, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p> <p>TG U5: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132</p> <p>TG U6: 12, 22, 32, 42, 52, 62, 72, 122, 132, 232, 242, 252, 262, 272</p>
Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K–5)	
Cluster 1: Print Concepts	
<p>LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 9, 17, 19, 25</p> <p>TG U2: 25</p> <p>TG U3: 102</p> <p>TG U4: 102</p> <p>TG U5: 102</p> <p>TG U6: 102</p>
<p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>TG U1: FS5-6, FS11-13, FS13-15, FS17-18, FS22-23, FS25-26</p> <p>TG U2: 3-5, 5-7, 11, 13, 15, 19, 25, 52, 62-63, 112-114, 222-224</p> <p>TG U3: 112, 6-7, 11, 13, 15, 19, 25</p> <p>TG U4: 3, 7, 11, 15, 19, 25, 32, 62, 162, 222</p> <p>TG U5: FS3, FS11, FS15, FS19, FS23, 162, 202</p> <p>TG U6: FS3, FS67, FS11, FS15, FS19, FS23, 112, 162, 232</p>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TG U1: FS2-4, FS8-9, FS16</p> <p>TG U2: 19, 23, 25</p> <p>TG U3: 31, 81, 131, 181, 231, 281, 19, 23</p> <p>TG U4: 23</p> <p>TG U5: 81, 141, 181, 231, 281</p> <p>TG U6: 31, 81, 131, 181, 231</p>
<p>c. Understand that words are separated by spaces in print.</p>	<p>TG U1: FS5, FS7, FS15, FS21, FS23</p> <p>TG U2: 9, 17, 5, 102, 122, 172, 202, 262</p> <p>TG U3: 5, 9, 72, 122, 172, 212</p> <p>TG U4: 5, 9, 42, 72, 122, 172</p> <p>TG U5: 212</p> <p>TG U6: 92, 122</p>

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d. Recognize and name all upper-and lowercase letters of the alphabet.	TG U1: FS2-4, FS16-18 TG U2: 2, 6, 10, 14, 18 TG U3: 2, 4, 6, 10, 12, 14 TG U4: 2, 6, 10, 12, 14, 18 TG U5: 18 TG U6: 18
Cluster 2: Phonological Awareness	
LAFS.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Cognitive Complexity:</i> Level 1: Recall	TG U1: FS2, FS4, FS6-8, FS8-10, FS10-11, FS14-15, FS16-18, FS18-20, FS24-26 TG U2: 2, 4, 6, 8, 10, 12-14, 14-15, 16-17, 18-20, 20-22, 24 TG U3: 2, 6, 8, 10, 12, 14, 16-17, 18-20, 20-22, 24-26, 14-15 TG U4: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 TG U5: FS2, FS4, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U6: FS2, FS4, FS6, FS10, FS14, FS18, FS20, FS24
a. Recognize and produce rhyming words.	TG U1: FS2, FS4 TG U2: 22, 182 TG U3: 32 TG U4: 202, 242 TG U5: 42, 92, 127, 242 TG U6: 72, 92, 182, 192, 233, 252
b. Count, pronounce, blend, and segment syllables in spoken words.	TG U1: FS6, FS8 TG U2: FS8 TG U3: FS8 TG U4: FS8 TG U5: 223 TG U6: 223
c. Blend and segment onsets and rimes of single-syllable spoken words.	TG U1: FS21 TG U3: 82, 182, 232, FS8, FS16, FS20 TG U4: FS8 TG U5: FS2, FS4, FS18, FS22, FS24 TG U6: FS24

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<p>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>TG U1: FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U2: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 TG U3: 2, 4, 6, 10, 12, 16, 18, 20, 22, 24 TG U4: 14, 16, 18, 20, 22, 24 TG U5: FS10, FS14 TG U6: FS14</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>TG U1: FS8 TG U2: FS8 TG U3: FS8 TG U4: FS8 TG U5: FS16, FS20 TG U6: FS8, FS12, FS16, FS22, FS24</p>
Cluster 3: Phonics and Word Recognition.	
<p>LAFS.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: FS23-25 TG U2: 3-5, 5-6, 8-9, 11-13, 13-15, 17-19, 22-23, 25-27 TG U3: 3-5, 7-9, 11-12, 13-15, 15-17, 19-21, 23 TG U4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25-27 TG U5: FS3-5, FS11-13, FS13-15, FS19-20, FS23, FS25 TG U6: FS2-3, FS5-7, FS9-11, FS13-15, FS17-19, FS22</p>
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>TG U1: FS18-20, FS20-22 TG U2: 3-5, 7-9, 15-17, 21, 25-26 TG U3: 3-4, 5-7, 7-9, 11-12, 13-15, 15-17, 20-21, 23-24, 25-27 TG U4: 3-5, 7-9, 11, 13, 15-17, 17-19, 19-20, 22-24 TG U5: FS2-4, FS11, FS13-15, FS15-17, FS19-20, FS22-24</p>

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<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>TG U1: FS3-5 TG U2: 2-4, 7-9, 11-13, 18-20 TG U3: 212, 232, 235, 242, 252, 262, 272, FS18, FS19, FS21, FS22, FS23, FS24, FS25 TG U4: 212, 222, 232, 242, 252, 262, 272, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U5: 112, 122, 132, 162, 172, 182, 192, 202, FS10, FS22, FS12, FS13, FS14, FS15, FS16, FS17 TG U6: FS3-5, FS67-9, FS11-12, FS14-16, FS18-19, FS21, FS25</p>
<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>TG U1: FS3, FS5, FS7, FS11, FS15, FS19, FS21, FS23, FS25 TG U2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 TG U3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 TG U4: 3, 5, 7, 11, 15, 19, 21, 23, 25, 17, 13, 9 TG U5: FS3, FS05, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: FS3, FS5, FS67, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>TG U1: 12, 32, FS2-3 TG U2: 32 TG U3: 32 TG U4: 32 TG U5: FS22, FS12 TG U6: FS12</p>
<p>Cluster 4: Fluency</p>	
<p>LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 17, 27, 67, 97, 127, 177, 217, 247, 277, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 TG U3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 TG U4: 3, 5, 9, 11, 13, 15, 17, 19, 21, 23, 25 TG U5: FS3, FS5, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: FS3, FS5, FS67, FS9, FS11, FS13, FS15, FS17, FS19, FS23</p>

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Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
<p>LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 162-164, 166-167, 182-184, 212-214, 216-217, 242-244, 244-246, 246-247, 252, 262-263, 266-267</p> <p>TG U2: 202-204, 204-206, 206-207, 232-234, 234-235, 237-238, 264-266, 266-268</p> <p>TG U3: 182-184, 186-187, 192-194, 194-196, 196-197, 242-243, 244-246, 246-248</p> <p>TG U4: 192-194, 196-197, 242-244, 244-246</p> <p>TG U5: 212-214, 214-216, 236-238</p> <p>TG U6: 92, 94, 96-97, 132, 134, 162, 192, 194, 196-197, 272, 274, 276-278</p>
<p>LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 172-174, 174-176, 176-177, 222-224, 224-226, 226-227, 247-248, 264-266, 266-268</p> <p>TG U2: 162-164, 166-167, 232, 263-264</p> <p>TG U3: 162-164, 164-166, 166-167, 232-233, 234-236</p> <p>TG U4: 162-164, 222-223, 224-226, 226-228</p> <p>TG U5: 162-164, 164-166, 232-234, 267</p> <p>TG U6: 82, 84, 162, 164-166</p>
<p>LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 202, 204, 206-208, 232-233, 234-235, 237-239</p> <p>TG U2: 182-184, 187-189, 252-254</p> <p>TG U3: 272-273, 274-276, 276-278</p> <p>TG U4: 182-184, 187-189, 252-254, 256-258</p> <p>TG U5: 172, 174-176, 176-178</p> <p>TG U6: 102, 104, 106-107, 172, 174, 176-177, 222, 224, 226-228</p>
Cluster 2: Craft and Structure	
<p>LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 164, 174, 184, 194, 204, 214-216, 224-225, 234-235, 244-246, 254-256, 256-257, 264-265, 274-276</p> <p>TG U2: 192-194, 196-197, 244-246</p> <p>TG U3: 202, 204-205, 222-224, 224-226, 226-227, 252-253, 254-256</p> <p>TG U4: 172-174, 176-177, 262-264, 266-268</p> <p>TG U5: 182, 184, 202-204, 206-207, 252, 254, 272, 274</p> <p>TG U6: 112, 114, 212, 214, 216-218, FS21</p>

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<p>LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 162-164, 166-167, 172, 192-194, 202-203, 262-263, 269-271 TG U2: 172-174, 224-226 TG U3: 222-224 TG U4: 232-234 TG U5: 222-224, 226-228</p>
<p>LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 166-167 TG U2: 174-176, 274-276, 276-278 TG U3: 162, 182, 222 TG U4: 162 TG U5: 162 TG U6: 82, 197, 277</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 17-19, 192-193, 272-273, 274-276, 276-278 TG U2: 222-223, 272-274, 277-279 TG U3: 172-174, 176-178 TG U4: 212-214 TG U5: 192-194, 242-244 TG U6: 202, 204-206</p>
<p>LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 212-213, 214-216, 216-218 TG U2: 212-214 TG U3: 233, 253 TG U4: 202-204, 206-207, 272-274, 276-278 TG U5: 267 TG U6: 267</p>
<p>LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 207-208, 262-264 TG U2: 262-264 TG U3: 262-264 TG U5: 262-264 TG U6: 122, 124, 126-127, 262, 264, 266-268</p>

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Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U2: 162, 172, 182, 202, 212, 222, 232, 242</p> <p>TG U3: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U4: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U5: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272</p> <p>TG U6: 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 262, 272</p>
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
<p>LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 140</p> <p>TG U2: 170, 190, 180, 210, 220, 250, 200, 230, 240, 260, 270</p> <p>TG U3: 270</p> <p>TG U4: 270</p> <p>TG U5: 20, 30, 40, 50, 60, 70, 80, 100, 110, 120, 130, 140</p> <p>TG U6: 20, 30, 40, 50, 60, 70, 80, 120, 130, 140, 210, 220, 230, 282</p>
<p>LAFS.K.W.1.2 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 284</p> <p>TG U2: 284</p> <p>TG U3: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282</p> <p>TG U4: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282</p> <p>TG U5: 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 282</p> <p>TG U6: 282</p>
<p>LAFS.K.W.1.3 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 144</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 120, 130, 140, 142</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 142</p> <p>TG U5: 142</p> <p>TG U6: 142</p>

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Cluster 2: Production and Distribution of Writing	
<p>LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 69, 70, 90, 99, 100, 109, 110, 249 TG U2: 88-90, 118-120, 198-200 TG U3: 78-80, 108-110 TG U4: 118-120, 68-70, 108-110, 258-260 TG U5: 48-50, 198-200 TG U6: 58-60, 108-110, 248-250</p>
<p>LAFS.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 20, 50, 70, 80, 110, 140, 144, 170, 180, 210, 230, 240, 270, 284 TG U2: 30, 60, 90, 100, 120, 130, 170, 140, 144, 180, 190, 200, 220, 260, 282 TG U3: 20, 40, 70, 110, 130, 140, 142, 144, 170, 210, 230, 250, 270, 282, 284 TG U4: 50, 80, 100, 120, 142, 144, 180, 200, 220, 230, 240, 250, 260, 282, 284 TG U5: 40, 50, 60, 70, 90, 100, 130, 140, 142, 144, 180, 200, 220, 250, 280 TG U6: 20, 50, 70, 90, 100, 140, 142, 144, 190, 220, 240, 260, 270, 282, 284</p>
Cluster 3: Research to Build and Present Knowledge	
<p>LAFS.K.W.3.7 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><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>	<p>TG U1: 19, 29, 69, 99, 129, 119, 143, 199, 209, 219, 239, 249-251, 259-260, 269-270, 279-281 TG U2: 18-20, 38-40, 128-130, 138-140, 278-280 TG U3: 28-30, 98-100, 178-180, 198-200, 258-260 TG U4: 38-40, 98-100, 188-190, 238-240, 248-250 TG U5: 88-90, 98-100, 128-130, 228-230, 238-240 TG U6: 28-30, 48-50, 128-130, 268-270, 278-280</p>
<p>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 278-279 TG U2: 68-70, 142-143, 282-284 TG U3: 198-200 TG U4: 238-240 TG U5: 88-90, 228-230, 238-240, 282 TG U6: 39, 179, 199, 269, 279, 284</p>

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Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
<p>LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 13-15, 23-25, 33-34, 53, 73, 93, 103, 123, 173, 193, 213, 233, 243, 263 TG U2: 13, 43, 63, 83, 113, 163, 173, 183, 203, 213, 233, 243, 253, 263 TG U3: 33, 53, 73, 93, 103, 163, 193, 203, 223, 233, 243, 253, 263 TG U4: 13, 43, 63, 83, 113, 123, 173, 193, 213, 223, 243, 253, 263, 273 TG U5: 23, 33, 43, 63, 93, 113, 163, 183, 203, 243, 253, 263, 233, 223, 213 TG U6: 13, 23, 53, 73, 83, 123, 113, 173, 193, 213, 223, 243, 253, 263</p>
<p>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>TG U1: 13, 23, 43, 113, 148, 233, 288 TG U2: 13, 23, 43, 113, 148, 163, 173, 288 TG U3: 13, 103, 113, 173-175 TG U4: 13-15, 23-24, 43, 113, 163, 223 TG U5: 113, 204, 224 TG U6: 94, 113</p>
<p>b. Continue a conversation through multiple exchanges.</p>	<p>TG U1: 33, 63, 83, 103, 123, 163, 203, 213, 243, 273 TG U2: 33, 53, 83, 103, 123, 183, 203, 239, 257, 263, 273 TG U3: 33, 63, 123, 183, 263 TG U4: 33, 63, 74, 83, 103, 123, 133, 174, 193, 253, 263, 273 TG U5: 83, 103, 123, 163, 194, 213, 253 TG U6: 13, 23, 33, 53, 73, 83, 103, 123, 163-164, 193, 203, 213, 223, 274</p>
<p>LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 218, 223 TG U2: 148, 193, 203, 207, 288 TG U3: 124, 183, 196, 203, 213, 223, 246, 253 TG U4: 54, 63-65, 173-175, 193-194, 197, 288 TG U5: 44, 53, 63, 73 TG U6: 94, 148, 288</p>

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<p>LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 33, 63, 67, 192, 218, 246, 223 TG U2: 193, 203, 207 TG U3: 183, 196, 203, 213-214, 223-224, 246-248, 253-255 TG U4: 63-65, 173-175, 193-194, 197-199 TG U5: 43-44, 53, 63, 73, 223 TG U6: 94, 148, 288</p>
Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 30, 63, 69, 80, 100, 122, 148, 163, 180, 230, 270 TG U2: 20, 90, 120, 142, 213, 239, 256 TG U3: 43, 46-47, 48-50, 63-65, 96-97, 116, 173, 176 TG U4: 80, 104, 106, 216, 224, 252, 254 TG U5: 96, 104, 106, 254 TG U6: 14, 24, 34, 244</p>
<p>LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 30, 100 TG U2: 20, 30, 110, 120, 148, 270 TG U3: 190, 200, 270, 288 TG U4: 100, 110-112, 120-122, 129-130, 180, 270 TG U5: 80, 120, 130, 208, 210, 270, 282, 286 TG U6: 20, 110, 260, 282</p>
<p>LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 26, 40, 52, 65, 82, 115, 148, 190, 210, 220, 227, 230, 260, 288 TG U2: 25, 40, 65, 148, 166, 195 TG U3: 25, 115, 135, 166, 195, 288 TG U4: 25, 52, 82, 115, 148, 166, 195, 224, 255 TG U5: 45, 82, 115, 175, 190, 210, 220, 230, 255 TG U6: 65, 82, 95, 185, 255</p>

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Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
<p>LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 21, 41, 61, 81, 101, 111, 131, 171, 191, 211, 221, 241, 261, 281</p> <p>TG U2: 31, 21, 51, 61, 71, 121, 131, 171, 181, 201, 231, 251, 271</p> <p>TG U3: 31, 91, 101, 131, 141, 181, 191, 201, 211, 231, 241-242, 251-252, 261-263, 281-283</p> <p>TG U4: 41, 61, 81, 101, 111, 131, 181, 191, 201, 211, 231, 251, 261, 271, 281</p> <p>TG U5: 31, 41, 61, 81, 101, 121, 141, 181, 201, 241, 251, 261, 281</p> <p>TG U6: 31, 41, 51, 61, 91, 131, 141, 191, 201, 211, 231, 241, 251, 261, 271</p>
<p>a. Print many upper- and lowercase letters.</p>	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, FS3, FS8, FS17, FS14, FS10,</p> <p>TG U2: FS3</p> <p>TG U3: 31, 81, 131, 181, 231, 281</p> <p>TG U4: 31, 81, 131, 181, 231, 281</p> <p>TG U5: 31, 81, 141, 181, 231, 281</p> <p>TG U6: 31, 81, 131, 181, 231</p>
<p>b. Use frequently occurring nouns and verbs.</p>	<p>TG U1: 171, 181, 191, 201, 231</p> <p>TG U2: 20-22, 30-31, 60-62</p> <p>TG U3: 90-91, 100-101, 110-112</p> <p>TG U4: 40-41, 50-51, 60-61, 90-91, 100-101, 110-112</p> <p>TG U5: 240-241, 250-251, 260-262</p> <p>TG U6: 210-212</p>
<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>TG U1: 221, 211, 181, 191, 201, 231-233</p> <p>TG U2: 231-233</p> <p>TG U3: 231-233</p> <p>TG U4: 231-233</p> <p>TG U5: 190-191, 200-201, 210-212</p> <p>TG U6: 190-191, 200-202</p>
<p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>TG U1: 241-242, 251-253</p> <p>TG U2: 100-102</p> <p>TG U3: 168</p> <p>TG U4: 189, 284-286</p> <p>TG U5: 40-41, 50-52</p> <p>TG U6: 50-52</p>

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<p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>TG U1: 270-271 TG U2: 230-232, 240-241, 250-251, 260-261, 270-272 TG U3: 190-191, 200-201, 210-212 TG U5: 113 TG U6: 270-271, 280-282</p>
<p>f. Produce and expand complete sentences in shared language activities.</p>	<p>TG U1: 131-132, 197-199, 260-262 TG U2: 50-51, 70-71, 110-111, 120-121, 170-171, 180-181, 200-201, 210-212 TG U3: 140-142, 146-148, 180-181, 240-241, 250-251, 260-262 TG U4: 142-144, 190-191, 200-201, 210-211, 230-231, 280-282 TG U5: 90-91, 100-101, 110-111, 120-122 TG U6: 40-41, 90-91, 100-101, 240-241, 250-251, 260-262</p>
<p>LAFS.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 22, 89, 121, 131, 141-142, 171-172, 271-273, 281-283 TG U2: 40-41, 80-81, 90-91, 120-121, 130-131, 190-191, 221-223, 282-284 TG U3: 40-41, 50-51, 60-61, 20-21, 170-171, 220-221, 270-272 TG U4: 30-31, 70-71, 120-121, 140-141, 170-171, 240-241, 260-261, 282-284 TG U5: 60-61, 70-71, 110-111, 120-121, 130-131, 170-171, 221 TG U6: 20-21, 50-51, 60-61, 70-71, 110-111, 140-141, 180-181, 282</p>
<p>a. Capitalize the first word in a sentence and the pronoun I.</p>	<p>TG U1: 121-122, 141-143 TG U2: 230-232 TG U3: 50-51, 60-62 TG U4: 130-131, 140-141, 240-242 TG U5: 60-61, 90-91, 100-101, 110-111, 120-122 TG U6: 140-142</p>
<p>b. Recognize and name end punctuation.</p>	<p>TG U1: 131-133 TG U2: 80-81, 130-131, 286 TG U3: 131, 168-170 TG U4: 13-15, 30-31, 80-81, 230-231, 130-131, 250-251, 260-261, 286-288 TG U5: 90-91, 100-101, 110-111, 120-121, 230-232 TG U6: 50-51, 60-61, 110-112</p>

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<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>TG U1: 12-14, 21-23, 31-32, 41, 61, 71, 82, 91, 105, 132, 162, 182, 271, 281 TG U2: 191, 221 TG U3: 221 TG U4: 221 TG U5: 221 TG U6: 221</p>
<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>TG U1: 271-272, 281-283 TG U2: 4-6, 40-41, 90-91, 140-141, 190-191, 220-221, 280-282 TG U3: 20-21, 70-71, 120-121, 170-171, 220-221, 270-272, 8-10 TG U4: 4, 8-10, 12-14, 20-21, 70-71, 120-121, 220-221, 270-272 TG U5: FS12-14, 20-21, 70-71, 130-131, 170-171, 220-221, 270-272 TG U6: 20-21, 70-71, 120-121, 170-171, 220-222</p>
Cluster 3: Vocabulary Acquisition and Use	
<p>LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 43-44, 54-56, 113-115 TG U2: 26-27, 46-47, 194-196, 196-198 TG U3: 34, 183, 223-225 TG U4: 94-96, 96-97, 174, 183, 213 TG U5: 44-46, 46-47, 54-56, 56-57, 114-116, 116-118 TG U6: 44, 46-47, 184, 214, 216, 233</p>
<p>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>TG U1: 113, 43 TG U2: 43 TG U3: 223, 183, 34 TG U4: 213, 183 TG U5: 23, 44-46, 46-47, 73, 93 TG U6: 184, 187, 233</p>
<p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>TG U2: 44-46, 46-48 TG U3: 24-26, 74-76, 76-78 TG U5: 274-276, 276-278</p>

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<p>LAFS.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 114, 116, 117 TG U3: 33, 214, 215, 216, 217, 228, 229, 255 TG U5: 74, 161 TG U6: 244, 245, 246, 247</p>
<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>TG U1: 184-185, 187-189 TG U2: 187-189 TG U3: 187-189 TG U4: 54-56 TG U5: 74-76, 76-78 TG U6: 64, 66-68</p>
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>TG U2: 24-26, 26-28 TG U3: 214-216</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>TG U1: 194-196, 196-198 TG U3: 255 TG U4: 74-76, 76-78 TG U5: 182-184, 184-186 TG U6: 112, 114, 116-117, 244-246</p>
<p>d. 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>TG U1: 114-116, 116-118 TG U3: 64-66, 66-67, 254-256, 256-258 TG U5: 252, 254-256, 256-258 TG U6: 52, 54, 56-58</p>
<p>LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 14, 24, 34, 54, 74, 94, 114, 134, 174, 194, 214, 234, 254, 274 TG U2: 24, 64, 84, 104, 124, 164, 174, 184, 204, 224, 244, 264, 274 TG U3: 34, 44, 74, 84, 114, 134, 184, 194, 214, 234, 254, 274 TG U4: 14, 34, 44, 64, 104, 124, 164, 184, 204, 234, 254, 264, 274 TG U5: 24, 54, 64, 84, 94, 114, 124, 134, 174, 194, 214, 244, 264, 274 TG U6: 34, 64, 84, 104, 124, 164, 184, 204, 224, 234, 244, 254, 264, 274</p>