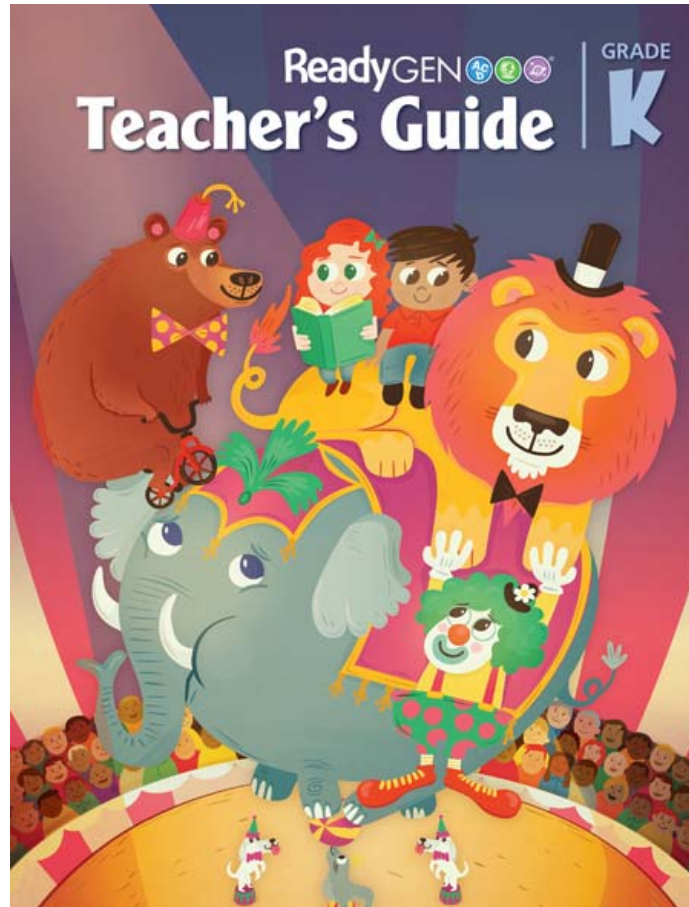


A Correlation of
ReadyGEN
Kindergarten, ©2016



To the
Iowa Core
English Language Arts Standards

A Correlation of ReadyGEN ©2016, Kindergarten to the Iowa Core English Language Arts Standards

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Iowa Core English Language Arts 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 integrated 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

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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Iowa Core English Language Arts Standards	ReadyGEN ©2016 Kindergarten
Reading Standards for Literature	
Key Ideas and Details	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	<p>TG U1: 26–27, 32–33, 34, 35–37, 62–63, 64, 65–67, 85–87, 106–107, 136–137, 186–188</p> <p>TG U2: 42–43, 52–53, 72–74, 76–77, 112–114</p> <p>TG U3: 13, 33, 86–87, 106–107, 136–137</p> <p>TG U4: 32–34, 36–37, 86–87, 132–135, 136–137, 236–237</p> <p>TG U5: 33–34, 62–63, 64–65, 66–67, 86–87, 136–137, 186–187</p> <p>TG U6: 13, 22–24, 26–27, 82–84, 132, 134, 136–137, 272, 274, 276–278</p>
RL.K.2 With prompting and support, retell familiar stories, including key details.	<p>TG U1: 72–74, 76–77, 132–134, 136–137</p> <p>TG U2: 16–17, 64, 66–67, 122–123, 124, 126–128</p> <p>TG U3: 28–30, 52–54, 55–56, 88–90, 138–140, 234</p> <p>TG U4: 32, 33, 34, 92, 112, 116–117, 226–227</p> <p>TG U5: 35, 106–107, 112, 132, 134, 137, 166–167, 182, 202, 222, 234, 267</p> <p>TG U6: 14, 16–17, 42, 62, 87, 272</p>
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<p>TG U1: 22–24, 26–27, 92–94, 96–97, 102–103, 106–107</p> <p>TG U2: 12–13, 32–33, 34–36, 102–104, 106–107, 132–134, 134–135</p> <p>TG U3: 12–14, 16–17, 82–84, 92–94, 96–97, 112–113, 114, 116–117</p> <p>TG U4: 62–64, 66–67, 82–84, 102–104, 106–107, 112–113, 114, 116–117</p> <p>TG U5: 12–13, 32–34, 63, 67, 72–74, 82–84, 87, 102–104, 106–107, 122–123</p> <p>TG U6: 12, 14, 16–17, 22, 24, 26–27, 32–33, 232, 234, 252, 254, 256–257</p>
RL.K.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	<p>TG U1: 33, 34, 63, 64, 103, 106, 307, 123, 124, 126, 127</p> <p>TG U2: 13, 14, 16, 17, 63, 64, 66, 67, 73, 74, 76, 77, 93, 94, 96, 97</p> <p>TG U3: 43, 44, 46, 47, 83, 84, 123, 124, 126, 127</p> <p>TG U4: 13, 14, 16, 17, 83, 84, 113, 114, 116, 117, 123, 124, 126, 127, 133, 134</p> <p>TG U5: 33, 34, 63, 64, 66, 67, 103, 104, 106, 107, 123, 124, 126, 127</p> <p>TG U6: 13, 14, 16, 17</p>

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Craft and Structure	
RL.K.4 Ask and answer questions about unknown words in a text.	TG U1: 44, 46-47, 52-54, 56-57, 114 TG U2: 44-47, 84-87 TG U3: 22, 24, 26-27, 32, 34, 62-63, 67, 72, 74, 76-77, 132-134 TG U4: 22, 24, 26-27, 52-54, 56-57, 72-75, 76-77, 92-94, 96-97 TG U5: 42, 44, 52, 54-56, 56-57, 72-74, 112-114, 116-117, 202, 204, 206-207 TG U6: 42, 44, 46-47, 52, 54, 62, 64
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	TG U1: 82, 84 TG U2: 12, 22, 82, 182, 212 TG U3: 32, 55, 85, 135, 182, 232 TG U4: 22, 65, 92, 135, 202, 242 TG U5: 12, 14-15, 16-17, 42, 82, 84, 87, 92, 122, 182, 242 TG U6: 32, 72, 74, 92, 182, 192, 252, 262
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TG U1: 14-15, 16-17 TG U2: 54-57, 62 TG U3: 38-40, 43, 162, FS3 TG U4: 12, 14, 16-17 TG U5: 92-94, 96-98 TG U6: 232

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Integration of Knowledge and Ideas	
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p>TG U1: 12–13, 16–17, 42–44, 44–46, 46–47, 96–97, 112–113</p> <p>TG U2: 22–23, 62–63, 72–74, 92–94, 96–97, 114, 116–117</p> <p>TG U3: 47, 102–104, 106–107, 172–174, 176–177</p> <p>TG U4: 13, 22–23, 42–44, 45–47, 52–53, 62–64, 66–67, 82, 92–94, 107–109, 162–163, 167, 172–173, 182</p> <p>TG U5: 22–24, 26–27, 34, 52, 66–67, 113, 132, 192, 212, 244, 246–247</p> <p>TG U6: 72–73, 74–75, 76–77, 202–204, 205–207</p>
RL.K.8 (Not applicable to literature)	Not applicable according to the Iowa Core English Language Arts Standards
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>TG U1: 122–123, 124, 126–127</p> <p>TG U3: 122–124</p> <p>TG U4: 12–14, 16–17, 32–34, 122–124, 126–127</p> <p>TG U5: 122–124, 126–127</p> <p>TG U6: 122–124, 126, 127</p>
Range of Reading and Level of Text Complexity	
RL.K.10 Actively engage in group reading activities with purpose and understanding.	<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: 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172</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>

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Reading Standards for Informational Text	
Key Ideas and Details	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	<p>TG U1: 162-164, 182-184, 212-214, 216-217, 242-244, 246-247, 252, 262-263, 266-267</p> <p>TG U2: 42-43, 52-53, 64, 66-67, 202-204, 206-207, 232-234, 236-237, 264, 266-267</p> <p>TG U3: 182-184, 186-187, 192-194, 196-197, 242-243, 244, 246-247</p> <p>TG U4: 192-194, 196-197, 242-244, 246-247</p> <p>TG U5: 62-64, 66-67, 132-134, 136-137, 212-214, 214-216, 236-237</p> <p>TG U6: 92-94, 96-97, 132-134, 162-164, 166-167, 192-194, 196-197, 272, 274, 276-277</p>
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	<p>TG U1: 172-174, 176-177, 222-224, 226-227, 246-247, 264, 266-267</p> <p>TG U2: 162-164, 166-167, 232, 263-264</p> <p>TG U3: 162-164, 166-167, 232-233, 234, 236-237</p> <p>TG U4: 162-164, 166-167, 222-224, 226-227</p> <p>TG U5: 162-164, 166-167, 232-234, 267</p> <p>TG U6: 82, 84, 93, 162-164, 166-167, 172</p>
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TG U1: 202, 204, 206-207, 232-233, 234, 236-237</p> <p>TG U2: 182-184, 252-254, 256-257</p> <p>TG U3: 272-273, 274-276, 276-277</p> <p>TG U4: 182-184, 186-187, 252-254, 256-257</p> <p>TG U5: 26-27, 172, 174, 176, 176-177, 184</p> <p>TG U6: 102, 104, 106-107, 172, 174, 176-177, 222, 224, 226-227</p>

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<p>RI.K.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</p>	<p>TG U1: 173, 174, 177, 178, 203, 204, 206, 207, 213, 214, 216, 217, 223, 224, 226, 227, 233, 234, 243, 244, 246, 247, 263, 264, 266, 267 TG U2: 163, 164, 166, 167, 183, 184, 203, 204, 206, 207, 213, 214, 216, 217, 233, 234, 253, 254, 256, 257, 263, 264, 266, 267 TG U3: 163, 164, 166, 167, 183, 184, 193, 194, 196, 197, 233, 234, 243, 244, 246, 247, 263, 264, 266, 267, 273, 274, 276, 277 TG U4: 163, 164, 166, 167, 183, 184, 193, 194, 196, 197, 223, 224, 226, 227, 243, 244, 246, 247, 253, 254, 256, 257 TG U5: 163, 164, 166, 167, 173, 174, 176, 177, 213, 214, 216, 217, 233, 234, 263, 264, 266, 267 TG U6: 83, 84, 93, 94, 96, 97, 103, 104, 106, 107, 163, 164, 166, 167, 173, 174, 176, 177, 193, 194, 196, 197, 223, 224, 226, 227</p>
Craft and Structure	
<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>TG U1: 164, 194, 254–255, 256–257, 264–265, 272–273, 274–276 TG U2: 192–194, 196–197, 242–243, 244–246 TG U3: 202, 204–205, 206–207, 222–224, 226–227, 252–253, 254–256 TG U4: 172–174, 176–177, 262–264, 266–267 TG U5: 182, 184, 202–204, 206–207, 252, 254, 272, 274 TG U6: 42–44, 46–47, 112, 114, 116–117, 212, 214, 216–217</p>
<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>TG U1: 162–164, 166–167, 172, 192, 202, 262 TG U2: 172–174, 176–177, 224–226 TG U3: 162, 172, 174–175, 176–177, 226–227, 222–223, 224–225, 232, 242, 252 TG U4: 12, 16–17, 162–163, 232–234 TG U5: 12–13, 22, 25, 52, 224, 226–227</p>
<p>RI.K.6 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>TG U1: 14, 16–17, 164, 166–167 TG U2: 174–177, 224, 274, 276–277 TG U3: 162, 182, 222, 274, 276–277 TG U4: 12, 16–17, 162 TG U5: 92–94, 96–97 TG U6: 82, 197, 232, 277</p>

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Integration of Knowledge and Ideas	
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	TG U1: 14, 16-17, 192-193, 272-273, 274, 276-278 TG U2: 222-223, 272-274, 276-277 TG U3: 22-23, 32-33, 42-43, 52-53, 72-73, 82-83, 92-93, 102-103, 172-174, 176-178, 232-233, 272-273 TG U4: 212-214, 216-217 TG U5: 192-194, 196-197, 242-244, 246-247 TG U6: 72-74, 76-77, 202-204, 206-207
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	TG U1: 212-213, 214, 216-217 TG U2: 212-214, 216-217 TG U3: 212-214, 216-217 TG U4: 202-204, 206-207, 272-274, 276-277 TG U5: 267 TG U6: 12, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TG U1: 206-207, 262-264 TG U2: 212-214, 216-217, 262-263 TG U3: 262-264, 265, 266-267 TG U5: 262-264 TG U6: 122-124, 126-127, 262-264, 266-267
Range of Reading and Level of Text Complexity	
RI.K.10 Actively engage in group reading activities with purpose and understanding.	TG U1: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U2: 162, 172, 182, 202, 212, 222, 232, 242 TG U3: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U4: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U5: 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272 TG U6: 82, 92, 102, 112, 122, 132, 162, 172, 182, 192, 202, 212, 222, 262, 272

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Reading Standards: Foundational Skills	
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print.	TG U1: FS7, FS9, FS19, FS25 TG U2: 12, 62, 72, 92, 112, 162, 192, 222, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS25 TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS19, FS25 TG U4: 32, 42, 62, 102, 112 TG U5: 82, 102, 162, 222 TG U6: 31, 81, 131, 181, 231, FS5, FS6, FS11, FS13, FS15
Follow words from left to right, top to bottom, and page by page.	TG U1: FS5, FS6, FS11, FS12, FS13, FS14, FS15, FS17, FS22, FS23, FS25, FS26 TG U2: 52, 62-63, 112-114, 222-224, FS3, FS4, FS5, FS6, FS7, FS11, FS13, FS15, FS19, FS25 TG U3: 112, FS6, FS7, FS11, FS13, FS15, FS19, FS25 TG U4: 32, 62, 162, 222, FS3, FS7, FS11, FS15, FS19, FS25 TG U5: 162, 202, FS3, FS11, FS15, FS19, FS23 TG U6: 112, 162, 232, FS3, FS7, FS11, FS15, FS19, FS23
Recognize that spoken words are represented in written language by specific sequences of letters.	TG U1: FS2, FS3, FS4, FS8, FS9, FS16 TG U2: FS19, FS23, FS25 TG U3: 21, 71, 221, 271, FS19, FS23 TG U4: FS2, FS4, FS6, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U5: 81, 181, 231 TG U6: 31, 81, 131, 181, 231
Understand that words are separated by spaces in print.	TG U1: FS5, FS7, FS15, FS21, FS23 TG U2: FS5, FS9, FS17, 102, 122, 172, 202, 262 TG U3: 72, 122, 172, 212, FS5, FS9 TG U4: 42, 72, 122, 172, FS5, FS9 TG U5: 212 TG U6: 92, 122

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Recognize and name all upper- and lowercase letters of the alphabet.	<p>TG U1: FS2, FS3, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS17, FS18</p> <p>TG U2: FS2, FS6, FS10, FS14, FS18</p> <p>TG U3: FS2, FS6, FS10, FS14</p> <p>TG U4: FS2, FS6, FS10, FS14, FS18</p> <p>TG U5: FS2, FS4, FS5, FS6, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24, FS25</p>
Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds phonemes).	<p>TG U1: FS2, FS4, FS6, FS8, FS10, FS14, FS16, FS18, FS20, FS24</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS13, FS14, FS15, FS16, FS17, FS18, FS20, FS21, FS22, FS24, FS26</p> <p>TG U3: FS2, FS4, FS6, FS8, FS10, FS14, FS16, FS17, FS18, FS20, FS21, FS22, FS24, FS25</p> <p>TG U4: FS2, FS4, FS6, FS8, FS10, FS14, FS16, FS18, FS20, FS24</p> <p>TG U5: FS2, FS4, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U6: FS2, FS4, FS6, FS10, FS14, FS18, FS20, FS24</p>
Recognize and produce rhyming words.	<p>TG U1: 32, 43, 63, 102, 182, 232, FS2, FS4</p> <p>TG U2: 22, 182, 212</p> <p>TG U3: 32</p> <p>TG U4: 92, 202, 242</p> <p>TG U5: 42-43, 92, 127, 242</p> <p>TG U6: 72, 92, 182, 192, 233, 252, 263-264, 267</p>
Count, pronounce, blend, and segment syllables in spoken words.	<p>TG U1: FS6, FS8</p> <p>TG U2: FS4</p> <p>TG U3: FS2, FS4, FS6, FS10, FS12, FS16, FS20, FS24</p> <p>TG U4: FS8</p> <p>TG U5: FS2, FS4, FS8, FS9, FS18, FS22, FS24</p> <p>TG U6: FS2, FS6, FS10, FS14, FS18</p>
Blend and segment onsets and rimes of single-syllable spoken words.	<p>TG U1: FS21</p> <p>TG U3: FS8, FS16, FS20</p> <p>TG U4: FS8</p> <p>TG U5: FS2, FS4, FS18, FS22, FS24</p>

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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>TG U1: FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U2: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: FS2, FS4, FS6, FS10, FS12, FS16, FS18, FS20, FS22, FS24</p> <p>TG U4: FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U5: FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U6: FS2, FS4, FS6, FS8, FS14</p>
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>TG U1: FS11, FS12, FS14</p> <p>TG U2: FS8</p> <p>TG U3: FS8</p> <p>TG U4: FS8</p> <p>TG U5: FS16, FS20</p> <p>TG U6: FS8, FS12, FS16, FS22, FS24</p>
Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p>TG U1: FS21, FS23, FS25</p> <p>TG U2: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U3: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U4: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U5: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U6: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19</p>
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>TG U1: FS18, FS20, FS20, FS22, FS24</p> <p>TG U2: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U4: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U5: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p>

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Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>TG U1: FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS14, FS15</p> <p>TG U2: FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS12, FS13, FS18, FS19, FS20</p> <p>TG U3: FS18, FS19, FS21, FS22, FS23, FS24, FS25</p> <p>TG U4: 271, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25</p> <p>TG U5: FS10, FS12, FS13, FS14, FS15, FS16, FS17</p> <p>TG U6: FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS11, FS12, FS14, FS15, FS16, FS18, FS19, FS21, FS25</p>
Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	<p>TG U1: FS3, FS5, FS7, FS11, FS15, FS19, FS23</p> <p>TG U2: FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 75, 125, 175, 275, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: 125, 175, 275, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19</p> <p>TG U5: FS3, FS5, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>TG U2: FS4</p> <p>TG U4: FS2, FS4</p> <p>TG U5: FS8, FS12</p> <p>TG U6: FS12</p>
Fluency	
RF.K.4 Read emergent-reader texts with purpose and understanding.	<p>TG U1: 17, 27, 67, 97, 127, 177, 217, 247, 277, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U2: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U4: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U5: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U6: FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>

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Iowa Core English Language Arts Standards	ReadyGEN ©2016 Kindergarten
Writing Standards	
Text Types and Purposes	
W.K.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., <i>My favorite book is . . .</i>).	<p>TG U2: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270</p> <p>TG U5: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 98–100, 108–110, 118–120, 128–130, 138–140</p> <p>TG U6: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 118–120, 128–130, 138–140, 208–210, 218–220, 228–230</p>
W.K.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>TG U1: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280</p> <p>TG U3: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280</p> <p>TG U4: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280</p> <p>TG U5: 168–170, 178–180, 188–190, 198–200, 208–210, 218–220, 228–230, 238–240, 248–250, 258–260, 268–270, 278–280</p>
W.K.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>TG U1: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 98–100, 108–110, 118–120, 128–130, 138–140</p> <p>TG U2: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 98–100, 108–110, 118–120, 128–130, 138–140</p> <p>TG U3: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 98–100, 108–110, 118–120, 128–130, 138–140</p> <p>TG U4: 18–20, 28–30, 38–40, 48–50, 58–60, 68–70, 78–80, 98–100, 108–110, 118–120, 128–130, 138–140</p>

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Iowa Core English Language Arts Standards	ReadyGEN ©2016 Kindergarten
Production and Distribution of Writing	
W.K.4 (Begins in grade 3)	Not applicable according to the Iowa Core English Language Arts Standards
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TG U1: 68–70, 98–90, 98–100, 108–110, 248–250 TG U2: 88–90, 118–120, 198–200 TG U3: 78–80, 108–110 TG U4: 68–70, 108–110, 118–120, 258–260 TG U5: 48–50, 198–200 TG U6: 58–60, 108–110, 248–250
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	TG U1: 20, 50, 70, 80, 110, 140, 170, 180, 210, 230, 240, 270 TG U2: 30, 60, 90, 100, 120, 130, 170, 140, 180, 190, 200, 220, 260 TG U3: 20, 40, 70, 110, 130, 140, 170, 210, 230, 250, 270 TG U4: 50, 80, 100, 120, 180, 200, 220, 230, 240, 250, 260 TG U5: 40, 50, 60, 70, 90, 100, 130, 140, 180, 200, 220, 250 TG U6: 20, 50, 70, 90, 100, 140, 190, 220, 240, 260, 270
Research to Build and Present Knowledge	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TG U1: 18–20, 28–30, 68–70, 98–100, 128–130, 198–200, 208–210, 218–220, 238–240, 248–250, 258–260, 268–270, 278–280 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, 178–180, 188–190, 218–220, 238–240, 248–250 TG U5: 88–90, 98–100, 128–130, 228–230, 238–240, 258–260 TG U6: 268–270, 278–280
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TG U1: 278–280 TG U2: 68–70 TG U3: 198–200 TG U4: 238–240 TG U5: 88–90, 228–230, 238–240, 282 TG U6: 38–40, 178–180, 198–200, 268–270, 278–280

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Iowa Core English Language Arts Standards	ReadyGEN ©2016 Kindergarten
W.K.9 (Begins in grade 4)	This standard begins in grade 4 according to the Iowa Core English Language Arts Standards.
Range of Writing	
W.K.10 (Begins in grade 3)	This standard begins in grade 3 according to the Iowa Core English Language Arts Standards.
Speaking and Listening Standards	
Comprehension and Collaboration	
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	<p>TG U1: 13–14, 23–24, 33–34, 53–54, 73–74, 93–94, 103–104, 123–124, 173–174, 193–194, 213–214, 233–234, 243–244, 263–264</p> <p>TG U2: 13–14, 43, 63, 83, 113, 163, 173, 183, 203, 213, 233, 243, 253, 263</p> <p>TG U3: 33, 53, 73, 93, 103, 163, 193, 203, 223, 233, 243, 253, 263</p> <p>TG U4: 13, 43, 63, 83, 113, 123, 173, 193, 213, 223, 243, 253, 263, 273</p> <p>TG U5: 23, 33, 43, 63, 93, 113, 163, 183, 203, 223, 213, 233, 243, 253, 263,</p> <p>TG U6: 13, 23, 53, 73, 83, 123, 113, 173, 193, 213, 223, 243, 253, 263</p>
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p>TG U1: 13, 23, 43, 113, 148, 233, 263</p> <p>TG U2: 13, 23, 43, 113, 163, 173, 288</p> <p>TG U3: 13, 103, 113, 173–174</p> <p>TG U4: 13–15, 23–24, 43, 113, 163, 223</p> <p>TG U5: 33, 43, 63, 74, 83, 104, 113, 123, 204, 224</p> <p>TG U6: 24, 43, 63, 74, 84, 94, 113, 124, 184</p>
Continue a conversation through multiple exchanges.	<p>TG U1: 33, 63, 83, 103, 123, 163, 203, 213, 243, 273</p> <p>TG U2: 33, 53, 83, 103, 123, 183, 203, 239, 257, 263, 273</p> <p>TG U3: 33, 63, 123, 183, 263</p> <p>TG U4: 33, 63, 74, 83, 103, 123, 133, 174, 193, 253, 263, 273</p> <p>TG U5: 83, 103, 123, 163, 194, 213, 253</p> <p>TG U6: 13, 23, 33, 53, 73, 83, 103, 123, 163–164, 193, 203, 213, 223, 274</p>

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Iowa Core English Language Arts Standards	ReadyGEN ©2016 Kindergarten
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TG U1: 223 TG U2: 193, 203, 207 TG U3: 124, 183, 203, 213, 223, 253 TG U4: 54, 63-65, 173, 193-194, 197 TG U5: 44, 53, 63, 73, 93, 223 TG U6: 44, 94, 214, 216-217, 243
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TG U1: 33, 63, 67, 247, 253 TG U2: 193, 203, 207 TG U3: 183, 196, 203, 213-214, 223-224, 246-247, 253-254 TG U4: 63-64, 173-174, 193-194, 197 TG U5: 43-44, 53, 63, 73, 223 TG U6: 37, 44, 94, 96-97, 124, 126-127, 134, 136-137, 194, 196-197
Presentation of Knowledge and Ideas	
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TG U1: 28-30, 63, 68-70, 78-80, 98-100, 122, 163, 178-180, 228-230, 268-270 TG U2: 18-20, 88-90, 118-120, 213, 238-240, 256-257 TG U3: 43, 46-47, 48-50, 64, 96-97, 116, 173, 176 TG U4: 58-60, 104, 106-107, 224, 252, 254 TG U5: 13, 23, 27, 72, 96, 104, 106, 182, 194, 196-197, 232, 242, 254 TG U6: 14, 16-17, 24, 26-27, 34, 36-37, 244
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	TG U1: 28-30, 98-100 TG U2: 18-20, 28-30, 108-110, 118-120, 268-270 TG U3: 188-190, 198-200 TG U4: 100, 110, 120, 128-130, 178-180, 268-270 TG U5: 78-80, 118-120, 128-130, 208-210, 268-270 TG U6: 18-20, 118-110, 258-260

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Iowa Core English Language Arts Standards	ReadyGEN ©2016 Kindergarten
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	TG U1: 26, 40, 52, 82, 148, 190, 210, 220, 227, 230, 260, 288 TG U2: 25, 40, 84, 148, 164, 166, 195 TG U3: 25, 115, 135, 166, 195, 288 TG U4: 25, 115, 166, 195, 255 TG U5: 45, 82, 115, 175, 190, 210, 220, 230, 255 TG U6: 65, 82, 95, 185, 255
SL.K.IA.3 Recite familiar stories, poems, nursery rhymes, and lines of a play.	TG U1: 32, 72-74, 76, 77, 102, 132-134, 182, 232 TG U2: 17, 22, 64, 66, 67, 82, 182, 122-123, 124, 126, 127, 212 TG U3: 32, 52-53, 54, 56, 57, 182, 232 TG U4: 22, 32, 34, 92, 112, 114, 117, 202, 242 TG U5: 42, 43, 83, 92, 97, 122, 127, 132-133, 134, 137, 182, 242 TG U6: 42, 62, 72, 92, 182, 192, 252, 262, 267
Language Standards	
Conventions of Standard English	
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TG U1: 20-21, 40-41, 60-61, 80-81, 100-101, 110-111, 130-131, 170-171, 190-191, 210-211, 220-221, 240-241, 260-261, 280-281 TG U2: 20-21, 30-31, 50-51, 60-61, 70-71, 120-121, 130-131, 170-171, 180-181, 200-201, 230-231, 250-251, 270-271 TG U3: 30-31, 90-91, 100-101, 130-131, 140-141, 180-181, 190-191, 200-201, 210-211, 230-231, 240-241, 250-251, 260-261, 280-281 TG U4: 40-41, 60-61, 80-81, 100-101, 110-111, 130-131, 180-181, 190-191, 200-201, 210-211, 230-231, 250-251, 260-261, 270-271, 280-281 TG U5: 30-31, 40-41, 60-61, 80-81, 100-101, 120-121, 140-141, 180-181, 200-201, 240-241, 250-251, 260-261, 280-281 TG U6: 30-31, 40-41, 50-51, 60-61, 90-91, 130-131, 140-141, 190-191, 200-201, 210-211, 230-231, 240-241, 250-251, 260-261, 270-271

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Print many upper- and lowercase letters.	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, FS3, FS8, FS10, FS14, FS17</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>
Use frequently occurring nouns and verbs.	<p>TG U1: 170–171, 180–181, 190–191, 200–201, 230–231</p> <p>TG U2: 20–21, 30–31, 60–61, 180–181, 120–121</p> <p>TG U3: 90–91, 100–101, 110–111</p> <p>TG U4: 40–41, 50–51, 60–61, 90–91, 100–101, 110–111</p> <p>TG U5: 190–191, 200–201, 210–211, 240–241, 250–251, 260–261</p> <p>TG U6: 190–191, 200–201, 210–211, 250–251</p>
Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	<p>TG U1: 180–181, 190–191, 200–201, 210–211, 220–221, 230–231</p> <p>TG U3: 90–91, 100–101, 250–251</p> <p>TG U5: 190–191, 200–201, 210–211</p> <p>TG U6: 190–191, 200–201</p>
Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	<p>TG U1: 240–241, 250–251</p> <p>TG U2: 100–101</p> <p>TG U3: 168–170</p> <p>TG U4: 188–190</p> <p>TG U5: 40–41, 50–51</p>
Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	<p>TG U2: 230–231, 240–241, 250–251, 260–261, 270–271</p> <p>TG U3: 190–191, 200–201, 210–211</p> <p>TG U5: 113</p> <p>TG U6: 270–271, 280–281</p>

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Produce and expand complete sentences in shared language activities.	<p>TG U1: 131, 260-261 TG U2: 50-51, 70-71, 110-111, 120-121, 170-171, 180-181, 200-201, 210-211 TG U3: 140-141, 180-181, 240-241, 250-251, 260-261 TG U4: 190-191, 200-201, 210-211, 230-231, 280-281 TG U5: 90-91, 100-101, 110-111, 120-121 TG U6: 40-41, 90-91, 100-101, 240-241, 250-251, 260-261</p>
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>TG U1: 22, 89, 121, 131, 141, 271, 281 TG U2: 40-41, 80-81, 90-91, 120-121, 130-131, 190-191, 220-221 TG U3: 20-21, 40-41, 50-51, 60-61, 170-171, 220-221, 270-271 TG U4: 30-31, 70-71, 120-121, 140-141, 170-171, 240-241, 260-261 TG U5: 60-61, 70-71, 110-111, 120-121, 130-131, 170-171, 220-221 TG U6: 20-21, 50-51, 60-61, 70-71, 110-111, 140-141, 180-181</p>
Capitalize the first word in a sentence and the pronoun I.	<p>TG U1: 120-121, 140-141 TG U2: 230-231 TG U3: 50-51, 60-61 TG U4: 140-141, 240-241 TG U5: 60-61, 90-91, 100-101, 110-111, 120-121 TG U6: 140-141</p>
Recognize and name end punctuation.	<p>TG U1: 131 TG U2: 80-81, 130-131 TG U3: 130-131, 168-170 TG U4: 30-31, 80-81, 130-131, 230-231, 250-251, 260-261 TG U5: 90-91, 100-101, 110-111, 120-121, 230-231 TG U6: 50-51, 60-61, 110-111</p>

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Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TG U1: 270–271, 280–281 TG U2: 190–191, 220–221 TG U3: 220–221 TG U4: 20–21, 70–71, 120–121, 170–171, 220–221, 270–271 TG U5: FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24 TG U6: FS24, FS25
Spell simple words phonetically, drawing on knowledge of sound–letter relationships.	TG U1: 271, 283 TG U2: 41, 91, 141, 191, 221, FS4, FS3, FS5, FS6 TG U3: 20–21, 70–71, 120–121, 170–171, 220–221, 270–272, FS8, FS9, FS10 TG U4: 70–71, 120–121, 220–221, 270–271, FS4, FS8, FS9, FS10, FS12, FS13, FS14, FS20, FS21 TG U5: 70–71, 130–131, 170–171, 220–221, 270–271, FS12, FS13, FS14, FS20, FS21 TG U6: 70–71, 120–121, 170–171, 220–221, FS20, FS21
Knowledge of Language	
L.K.3 (Begins in grade 2)	This standard begins in grade 2 according to the Iowa Core English Language Arts Standards.
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	TG U1: 43, 54, 113 TG U2: 26–27, 46–47, 194–196, 197, 213 TG U3: 34, 183, 223–225 TG U4: 183, 213, 223, 253 TG U5: 44–45, 46–47, 54–55, 56–57, 114–115, 116–117 TG U6: 44, 46–47, 184, 187, 214, 216–217, 233
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>).	TG U1: 43, 113 TG U3: 34, 223, 183 TG U4: 213, 183, 233, 253 TG U5: 23, 44, 46–47, 73, 93 TG U6: 184, 187, 233
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.	TG U2: 46–47 TG U3: 24–26, 74–75, 76–77 TG U5: 274–275, 276–277

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L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	TG U1: 114, 116, 117 TG U5: 74 TG U6: 54, 56-57, 244, 246, 247
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG U1: 27, 184, 187 TG U2: 187-188 TG U3: 187-188 TG U4: 56-57 TG U5: 74, 76-77 TG U6: 64, 66-67
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TG U2: 24, 26-27 TG U3: 214-216, 228-230
Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	TG U1: 194-195, 196-197 TG U4: 74, 76-77 TG U5: 182-184, 187 TG U6: 112, 114, 116-117, 244-246
Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	TG U1: 114, 116, 116-117 TG U5: 252-254, 256-257 TG U6: 52, 54, 56-57
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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