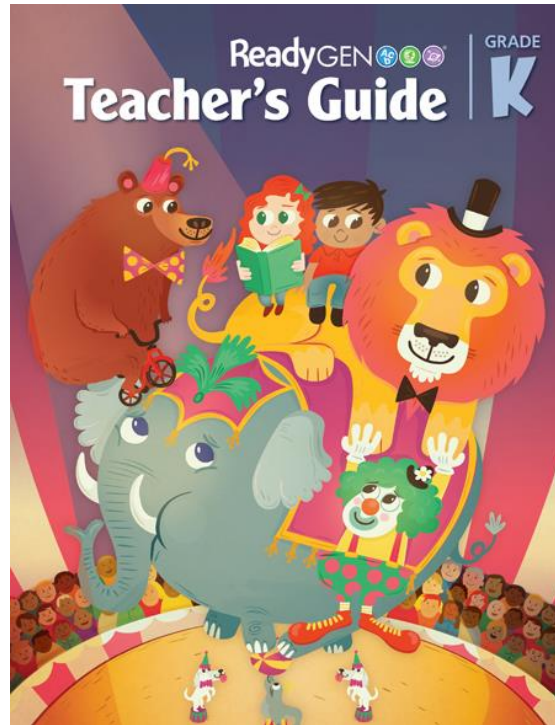


A Correlation of

ReadyGEN

Kindergarten, ©2016



To the

Massachusetts Curriculum Framework 2017 English Language Arts and Literacy Kindergarten

A Correlation of ReadyGEN, Kindergarten ©2016 to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Massachusetts Curriculum Framework 2017 English Language Arts and Literacy*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references. New Foundational Skills pages are also cited.

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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Kindergarten Reading Standards	
Kindergarten Reading Standards for Literature [RL]	
Key Ideas and Details	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>TG U1: 26-27, 32-33, 34, 35-37, 62-63, 64, 65-67, 85-87, 106-107, 136-137, 186-188 TG U2: 42-43, 52-53, 72-74, 76-77, 112-114 TG U3: 13, 33, 86-87, 106-107, 136-137 TG U4: 32-34, 36-37, 86-87, 132-135, 136-137, 236-237 TG U5: 33-34, 62-63, 64-65, 66-67, 86-87, 136-137, 186-187 TG U6: 13, 22-24, 26-27, 82-84, 132, 134, 136-137, 272, 274, 276-278</p>
<p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>TG U1: 72-74, 76-77, 132-134, 136-137 TG U2: 16-17, 64, 66-67, 122-123, 124, 126-128 TG U3: 28-30, 52-54, 55-56, 88-90, 138-140, 234 TG U4: 32, 33, 34, 92, 112, 116-117, 226-227 TG U5: 35, 106-107, 112, 132, 134, 137, 166-167, 182, 202, 222, 234, 267 TG U6: 14, 16-17, 42, 62, 87, 272</p>
<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>TG U1: 22-24, 26-27, 92-94, 96-97, 102-103, 106-107 TG U2: 12-13, 32-33, 34-36, 102-104, 106-107, 132-134, 134-135 TG U3: 12-14, 16-17, 82-84, 92-94, 96-97, 112-113, 114, 116-117 TG U4: 62-64, 66-67, 82-84, 102-104, 106-107, 112-113, 114, 116-117 TG U5: 12-13, 32-34, 63, 67, 72-74, 82-84, 87, 102-104, 106-107, 122-123 TG U6: 12, 14, 16-17, 22, 24, 26-27, 32-33, 232, 234, 252, 254, 256-257=]</p>

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Craft and Structure	
<p>4. Ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>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</p>
<p>5. Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).</p>	<p>TG U1: 12, 32, 43, 63, 82, 84, 102, 182, 232, FS2, FS4 TG U2: 12, 22, 82, 182, 212, FS2, FS4 TG U3: 32, 55, 85, 135, 182, 232 TG U4: 22, 65, 92, 135, 202, 242 TG U5: 12, 14-15, 16-17, 42-43, 82, 84, 87, 92, 122, 127, 182, 242 TG U6: 32, 72, 74, 92, 182, 192, 233, 252, 262, 263-264, 267</p>
<p>6. With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.</p>	<p>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</p>
Integration of Knowledge and Ideas	
<p>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>TG U1: 12-13, 16-17, 42-44, 44-46, 46-47, 96-97, 112-113 TG U2: 22-23, 62-63, 72-74, 92-94, 96-97, 114, 116-117 TG U3: 47, 102-104, 106-107, 172-174, 176-177 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 TG U5: 22-24, 26-27, 34, 52, 66-67, 113, 132, 192, 212, 244, 246-247 TG U6: 72-73, 74-75, 76-77, 202-204, 205-207</p>
<p>8. (Not applicable.)</p>	<p>Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</p>

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<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>TG U1: 122-123, 124, 126-127 TG U3: 122-124 TG U4: 12-14, 16-17, 32-34, 122-124, 126-127 TG U5: 122-124, 126-127 TG U6: 122-124, 126, 127</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U3: 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 162, 172 TG U4: 12, 22, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U5: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132 TG U6: 12, 22, 32, 42, 52, 62, 72, 122, 132, 232, 242, 252, 262, 272</p>
<p>Kindergarten Reading Standards for Informational Text [RI]</p>	
<p>Key Ideas and Details</p>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>TG U1: 162-164, 182-184, 212-214, 216-217, 242-244, 246-247, 252, 262-263, 266-267 TG U2: 42-43, 52-53, 64, 66-67, 202-204, 206-207, 232-234, 236-237, 264, 266-267 TG U3: 182-184, 186-187, 192-194, 196-197, 242-243, 244, 246-247 TG U4: 192-194, 196-197, 242-244, 246-247 TG U5: 62-64, 66-67, 132-134, 136-137, 212-214, 214-216, 236-237 TG U6: 92-94, 96-97, 132-134, 162-164, 166-167, 192-194, 196-197, 272, 274, 276-277</p>
<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>TG U1: 172-174, 176-177, 222-224, 226-227, 246-247, 264, 266-267 TG U2: 162-164, 166-167, 232, 263-264 TG U3: 162-164, 166-167, 232-233, 234, 236-237 TG U4: 162-164, 166-167, 222-224, 226-227 TG U5: 162-164, 166-167, 232-234, 267 TG U6: 82, 84, 93, 162-164, 166-167, 172</p>

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<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>TG U1: 202, 204, 206-207, 232-233, 234, 236-237 TG U2: 182-184, 252-254, 256-257 TG U3: 272-273, 274-276, 276-277 TG U4: 182-184, 186-187, 252-254, 256-257 TG U5: 26-27, 172, 174, 176, 176-177, 184 TG U6: 102, 104, 106-107, 172, 174, 176-177, 222, 224, 226-227</p>
Craft and Structure	
<p>4. With prompting and support, ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)</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>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>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the 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	
<p>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>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</p>
<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>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</p>
<p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).</p>	<p>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</p>
Range of Reading and Level of Text Complexity	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>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</p>

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Kindergarten Reading Standards for Foundational Skills [RF]	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
<p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>TG U1: 44b, 54b, 94b, 104b, 194b, 202, 204b, 244b, 254b, FS5, FS6, FS11, FS12, FS13, FS14, FS15, FS17, FS22, FS23, FS25, FS26</p> <p>TG U2: 44b, 52, 54b, 62-63, 94b, 104b, 112-114, 134b, 194b, 204b, 222-224, 244b, 254b, FS3, FS4, FS5, FS6, FS7, FS11, FS13, FS15, FS19, FS25</p> <p>TG U3: 44b, 54b, 94b, 104b, 112, 134b, 194b, 204b, 244b, 254b, FS6, FS7, FS11, FS13, FS15, FS19, FS25</p> <p>TG U4: 32, 44b, 54b, 62, 94b, 104b, 134b, 162, 194b, 204b, 222, 244b, 254b, FS3, FS7, FS11, FS15, FS19, FS25</p> <p>TG U5: 44b, 54b, 94b, 104b, 162, 194b, 202, 204b, 244b, 254b, FS3, FS11, FS15, FS19, FS23</p> <p>TG U6: 44b, 54b, 94b, 104b, 112, 162, 194b, 204b, 232, 244b, 254b, FS3, FS7, FS11, FS15, FS19, FS23</p>
<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TG U1: 14b, 24a-24b, 34b, 64b, 74a-74b, 84b, 114b, 124a-124b, 164b, 174a-174b, 184b, 224a, 274a, FS2, FS3, FS4, FS8, FS9, FS16</p> <p>TG U2: 24a, 74a, 124a, 174a, 224a, 274a, FS19, FS23, FS25</p> <p>TG U3: 21, 24a, 71, 74a, 124a, 174a, 221, 224a, 271, 274a, FS19, FS23</p> <p>TG U4: 24a, 74a, 124a, 174a, 224a, 274a, FS2, FS4, FS6, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U5: 24a, 74a, 81, 124a, 174a, 181, 224a, 231, 274a,</p> <p>TG U6: 24a, 31, 74a, 81, 124a, 131, 174a, 181, 224a, 231, 274a</p>

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<p>c. Understand that words are separated by spaces in print.</p>	<p>TG U1: 44b, 54b, 94b, 104b, 194b, 204b, 244b, 254b, FS5, FS7, FS15, FS21, FS23 TG U2: 44b, 54b, 104b, 134b, 194b, 204b, 244b, 254b, FS5, FS9, FS17, 102, 122, 172, 202, 262 TG U3: 44b, 54b, 72, 94b, 104b, 122, 134b, 172, 194b, 204b, 212, 244b, 254b, FS5, FS9 TG U4: 42, 44b, 54b, 72, 94b, 104b, 122, 134b, 172, 194b, 204b, 244b, 254b, FS5, FS9 TG U5: 44b, 54b, 94b, 104b, 194b, 204b, 212, 244b, 254b TG U6: 44b, 54b, 92, 94b, 104b, 122, 194b, 204b, 244b, 254b</p>
<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>TG U1: 14b, 24b, 34b, 44b, 54a-54b, 64b, 74b, 84b, 94a-94b, 104a-104b, 114b, 124b, 134b, 164b, 174b, 184b, 194a-194b, 204a-204b, 244b, 254b, FS2, FS3, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS17, FS18 TG U2: 44b, 94b, 134b, 194b, 204b, 244b, 254b, FS2, FS6, FS10, FS14, FS18 TG U3: 44b, 94b, 104b, 134b, 194b, 244b, 254b, FS2, FS6, FS10, FS14 TG U4: 44b, 54b, 94b, 134b, 194b, 204b, 244b, 254b, FS2, FS6, FS10, FS14, FS18 TG U5: 44b, 94b, 104b, 194b, 204b, 244b, FS2, FS4, FS5, FS6, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS21, FS22, FS24, FS25 TG U6: 44b, 94b, 194b, 244b</p>
<p>Phonological Awareness</p>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>a. Recognize and produce rhyming words.</p>	<p>TG U1: 14a, 32, 34a, 43, 44a, 54a, 63, 102, 134b, 182, 232, FS2, FS4 TG U2: 22, 182, 212 TG U3: 32 TG U4: 92, 202, 242 TG U5: 42-43, 92, 127, 242 TG U6: 72, 92, 182, 192, 233, 252, 263-264, 267</p>

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<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>TG U1: FS6, FS8 TG U2: FS4 TG U3: FS2, FS4, FS6, FS10, FS12, FS16, FS20, FS24 TG U4: FS8 TG U5: FS2, FS4, FS8, FS9, FS18, FS22, FS24 TG U6: FS2, FS6, FS10, FS14, FS18</p>
<p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TG U1: FS21 TG U3: FS8, FS16, FS20 TG U4: 114a-114b, FS8 TG U5: FS2, FS4, FS18, FS22, FS24</p>

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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.⁶ (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>TG U1: 114a, 134a, 164a, 184a, 214a-214b, 224b, 234a-234b, 244a, 254a, 264a-264b, 274b, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U2: 14a-14b, 24b, 34a-34b, 44a, 54a, 64a-64b, 74b, 84a-84b, 94a, 104a, 114a-114b, 124b, 134a, 164a-164b, 174b, 184a-184b, 194a, 204a, 214a-214b, 224b, 234a-234b, 244a, 254a, 264a-264b, 274b, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U3: 14a-14b, 24b, 34a-34b, 44a, 54a, 64a-64b, 74b, 84a-84b, 94a, 104a, 114a-114b, 124b, 134a, 164a-164b, 174b, 184a-184b, 194a, 204a, 214a-214b, 224b, 234a-234b, 244a, 254a, 264a-264b, 274b, FS2, FS4, FS6, FS10, FS12, FS16, FS18, FS20, FS22, FS24</p> <p>TG U4: 14a-14b, 24b, 34a-34b, 44a, 54a, 64a-64b, 74b, 84a-84b, 94a, 104a, 124b, 134a, 164a-164b, 174b, 184a-184b, 194a, 204a, 214a-214b, 224b, 234a-234b, 244a, 254a, 264a-264b, 274b, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U5: 14a-14b, 24b, 34a-34b, 44a, 54a, 64a-64b, 74b, 84a-84b, 94a, 104a, 114a-114b, 124b, 134a-134b, 164a-164b, 172, 174b, 184a-184b, 194a, 204a, 214a-214b, 224b, 234a-234b, 244a, 254a, 264a-264b, 274b, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U6: 14a-14b, 24b, 34a-34b, 44a, 54a, 64a-64b, 74b, 84a-84b, 94a, 104a, 114a-114b, 124b, 134a-134b, 164a-164b, 174b, 184a-184b, 194a, 204a, 214a-214b, 224b, 234a-234b, 244a, 254a, 264a-264b, 274b, FS2, FS4, FS6, FS8, FS14</p>

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Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>TG U1: 214b, 224b, 234b, 244a, 254a, 264b, 274b, FS18, FS20, FS20, FS22, FS24</p> <p>TG U2: 24b, 34b, 44a, 54a, 64b, 74b, 84b, 94a, 104a, 114b, 124b, 134a, 164b, 174b, 184b, 194a, 204a, 224b, 234b, 244a, 254a, 264b, 274b, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p> <p>TG U3: 14b, 24b, 34b, 44a, 54a, 64b, 74b, 84b, 94a, 104a, 114b, 124b, 134a, 164b, 174b, 184b, 194a, 204a, 224b, 234b, 244a, 254a, 264b, 274b, 274b, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U4: 14b, 24b, 34b, 44a, 54a, 64b, 74b, 84b, 94a, 104a, 114b, 124b, 134a, 164b, 174b, 184b, 194a, 204a, 224b, 234b, 244a, 254a, 264b, 274b, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23</p> <p>TG U5: 14b, 24b, 34b, 44a, 54a, 64b, 74b, 84b, 94a, 104a, 124b, 134b, 174b, 184b, 194a, 204a, 214b, 224b, 234b, 244a, 254a, 264b, FS2, FS4, FS6, FS8, FS10, FS12, FS14, FS16, FS18, FS20, FS22, FS24</p> <p>TG U6: 24b, 34b, 44a, 54a, 74b, 84b, 94a, 104a, 124b, 134b, 174b, 184b, 194a, 204a, 224b, 234b, 244a, 254a, 274b</p>

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<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>TG U1: FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS14, FS15 TG U2: 14b, 24b, 34b, 44a, 54a, 214b, 234b, 254a, FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS11, FS12, FS13, FS18, FS19, FS20 TG U3: 204a, 214b, 224b, 234b, 244a, 254a, FS18, FS19, FS21, FS22, FS23, FS24, FS25 TG U4: 214b, 224b, 234b, 244a, 254a, 271, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 TG U5: 114b, 134b, 164b, 174b, 184b, 194a, 204a, FS10, FS12, FS13, FS14, FS15, FS16, FS17 TG U6: 14b, 24b, 34b, 44a, 54a, 64b, 74b, 84b, 94a, 104a, 114b, 124b, 134b, 164b, 174b, 184b, 194a, 204a, 214b, 224b, 234b, 244a, 254a, 264b, 274b, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS11, FS12, FS14, FS15, FS16, FS18, FS19, FS21, FS25</p>
<p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>TG U1: 24a, 44b, 54b, 74a, 94b, 104b, 124a, 174a, 194b, 204b, 224a, 244b, 254b, 274a, FS3, FS5, FS7, FS11, FS15, FS19, FS23 TG U2: 24a, 44b, 54b, 74a, 94b, 104b, 124a, 134b, 174a, 194b, 204b, 224a, 244b, 254b, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U3: 24a, 44b, 54b, 74a, 75, 94b, 104b, 124a, 125, 134b, 174a, 175, 194b, 204b, 224a, 244b, 254b, 274a, 275, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U4: 24a, 44b, 54b, 74a, 94b, 104b, 124a, 125, 134b, 174a, 194b, 204b, 224a, 244b, 254b, 274a, 175, 275, FS3, FS5, FS7, FS11, FS13, FS15, FS17, FS19 TG U5: 24a, 44b, 54b, 74a, 94b, 104b, 124a, 174a, 194b, 204b, 224a, 244b, 254b, 274a, FS3, FS5, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: 24a, 44b, 54b, 74a, 94b, 104b, 124a, 174a, 194b, 204b, 224a, 244b, 254b, 274a, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25</p>

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d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TG U2: FS4 TG U4: FS2, FS4 TG U5: FS8, FS12 TG U6: FS12
Fluency	
4. Read early-emergent-reader texts with purpose and understanding.	TG U1: 17, 27, 44b, 54b, 67, 94b, 97, 104b, 127, 177, 194b, 204b, 217, 244b, 247, 254b, 277, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U2: 44b, 54b, 94b, 104b, 134b, 194b, 204b, 244b, 254b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U3: 24b, 44b, 54b, 94b, 104b, 134b, 174b, 194b, 204b, 244b, 254b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U4: 24b, 44b, 54b, 74b, 94b, 104b, 134b, 174b, 194b, 204b, 224b, 244b, 254b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U5: 24b, 44b, 54b, 74b, 94b, 104b, 124b, 174b, 194b, 204b, 224b, 244b, 254b, 274b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25 TG U6: 44b, 54b, 94b, 104b, 194b, 204b, 244b, 254b, FS3, FS5, FS7, FS9, FS11, FS13, FS15, FS17, FS19, FS21, FS23, FS25
Kindergarten Writing Standards [W]	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces that 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>).	TG U2: 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270 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 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

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<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.</p>	<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 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 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 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>
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p>	
<p>a. For poems, use rhyming words to create structure. (See kindergarten Reading Foundational Skills Standard 2a.)</p>	<p>Supporting Content: TG U1: 12, 14a, 32, 34a, 43, 44a, 54a, 63, 102, 134b, 182, 232, FS2, FS4 TG U2: 22, 182, 212, FS2, FS4 TG U3: 32 TG U4: 92, 202, 242 TG U5: 42-43, 92, 127, 242 TG U6: 72, 92, 182, 192, 233, 252, 263-264, 267</p>
Production and Distribution of Writing	
<p>4. (Begins in grade 1.)</p>	<p>Begins in grade 1 according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</p>
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	
<p>a. (Begins in grade 3.)</p>	<p>Begins in grade 3 according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</p>
<p>b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language Standards 4-6).</p>	<p>TG U1: 18-20, 28-30, 38-40, 98-100, 228-230 TG U3: 48-50, 78-80, 118-120, 178-180, 198-200, 218-220, 228-230, 258-260 TG U4: 58-60, 68-70, 88-90, 108-110 TG U5: 208-210, 258-260, 278-280 TG U6: 38-40, 58-60, 248-250, 282-289</p>

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<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p>	<p>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</p>
Research to Build and Present Knowledge	
<p>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>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</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>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</p>
<p>9. (Begins in grade 4.)</p>	<p>Begins in grade 4 according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</p>

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Range of Writing	
<p>10. Write or dictate writing routinely for a range of tasks, purposes, and audiences.</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280 TG U5: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280 TG U6: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280</p>
Kindergarten Speaking and Listening Standards [SL]	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
<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, 263 TG U2: 13, 23, 43, 113, 163, 173, 288 TG U3: 13, 103, 113, 173-174 TG U4: 13-15, 23-24, 43, 113, 163, 223 TG U5: 33, 43, 63, 74, 83, 104, 113, 123, 204, 224 TG U6: 24, 43, 63, 74, 84, 94, 113, 124, 184</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>

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<p>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>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</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>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</p>
Presentation of Knowledge and Ideas	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>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</p>
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>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</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>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</p>

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Kindergarten Language Standards [L]	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.	
<i>Sentence Structure and Meaning</i>	
a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).	TG U1: 13, 103, 125, 131, 140, 141, 170-171, 180-181, 190-191, 200-201, 229, 230-231, 240-241, 250-251, 260-261, TR29, TR32, TR33 TG U2: 20-21, 30-31, 50-51, 60-61, 70-71, 98, 100-101, 110-111, 120-121, 125, 135, 139, 144, 161, 170-171, 178, 180-181, 189, 200-201, 210-211, 229, 230-231, 238, 240-241, 250-251, 260-261, 270-271, TR29, TR32, TR33 TG U3: 60, 61, 90-91, 100-101, 110-111, 140-141, 168-170, 180-181, 190-191, 200-201, 210-211, 225, 240-241, 245, 250-251, 259, 260-261, TR29, TR32, TR33 TG U4: 40-41, 43, 50-51, 60-61, 75, 90-91, 100-101, 110-111, 140, 141, 188-190, 191, 200-201, 210-211, 213, 230-231, 240, 241, 280-281, TR29, TR32, TR33 TG U5: 35, 40-41, 45, 50-51, 61, 63, 65, 90-91, 100-101, 110-111, 113, 120-121, 190-191, 200-201, 205, 210-211, 240-241, 250-251, 260-261, TR29, TR32, TR33 TG U6: 11, 39, 40-41, 45, 65, 90-91, 100-101, 141, 190-191, 200-201, 210-211, 223, 240-241, 250-251, 253, 255, 260-261, 270-271, 280-281, TR29, TR32, TR33
b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer.	TG U3: 183, 194, 244 TG U4: 284 TG U5: 29, 99 TG U6: 82, 92, 130, 132, 139, 199, 200
<i>Word Usage</i>	
c. Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> .	TG U1: 180-181, 190-191, 200-201, 210-211, 220-221, 230-231 TG U3: 90-91, 100-101, 250-251 TG U5: 190-191, 200-201, 210-211 TG U6: 190-191, 200-201

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Print upper- and lowercase letters.	TG U1: 14a-14b, 21, 24b, 31, 34a-34b, 41, 44a, 51, 54a, 61, 64b, 71, 74b, 81, 84b, 91, 94a, 101, 104a, 111, 114b, 124b, 134b, 164b, 174b, 184b, 194a, 204a, FS3, FS8, FS10, FS14, FS17 TG U3: 31, 81, 131, 181, 231, 281 TG U4: 31, 81, 131, 181, 231, 281 TG U5: 31, 81, 141, 181, 231, 281 TG U6: 31, 81, 131, 181, 231
b. Capitalize the first word in a sentence and the pronoun I.	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
c. Recognize and name end punctuation.	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
d. 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

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e. 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
f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).	TG U1: 125 TG U2: 125, 135, 189, 229 TG U3: 225, 245, 259 TG U4: 43, 75, 213 TG U5: 35, 45, 65, 205 TG U6: 39, 45, 65, 223, 255
Knowledge of Language	
3. (Begins in grade 2.)	Begins in grade 2 according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	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
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG U1: 114, 116, 117 TG U5: 74 TG U6: 54, 56-57, 244, 246, 247
b. 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

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<p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>TG U1: 194-195, 196-197 TG U4: 74, 76-77 TG U5: 182-184, 187 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: 194-195, 196-197 TG U4: 74, 76-77 TG U5: 182-184, 187 TG U6: 112, 114, 116-117, 244-246</p>
<p>6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</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>
<p><i>Connections to the Standards for Mathematical Practice</i></p>	
<p>6. Attend to precision <i>See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 10, 57, 160, 207 TG U2: 10, 57, 160, 207 TG U3: 10, 57, 160, 207 TG U4: 10, 57, 160, 207 TG U5: 10, 57, 160, 207 TG U6: 10, 57, 160, 207</p>