

Priority Learning Standard(s): ELA Progressions

How to Use this Information

This document outlines the Next Generation Learning Standards (NGLS) in English Language Arts (ELA) that have been identified as priority learning standard(s). This identification involved the examination of the NGLS in ELA by the NYC DOE in collaboration with the UFT and CSA, and was informed by the work outlined in [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) developed by Student Achievement Partners. In this document, we outline areas that have been identified as most important and should help teachers know where to invest their time and efforts as they plan for instruction that addresses unfinished learning within the context of rich, culturally responsive grade-level work. Strong core instruction that is culturally responsive and paired with formative assessment will be the key to teachers pinpointing unfinished learning and responding to student needs in real-time through strategic instruction that offers “*just in time*” supports, in the context of grade level standards. To support this type of formative assessment, you will notice this document illustrates the expectations outlined in the priority learning standard(s) along a progression. Intentional choices were made about where to reflect the language of the standards themselves and where to break down the language of the standards to highlight the discrete skills that students should know and be able to do at each grade level. For more information about addressing unfinished learning in the context of grade level priority learning standard(s), refer to this [overview](#).

Priority Learning for ELA: Kindergarten to Grade 2

Special Note for This Grade Band

Teaching foundational reading skills is paramount in grades kindergarten through two. These skills represent the building blocks of all literacy instruction that is to come in later grades. Because of this, particular foundational literacy standards should not be singled out or identified. All foundational literacy skills and standards are of equal importance in this grade band. When designing high-quality literacy instruction for early childhood, teachers must attend to all components of foundational literacy such as print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency.

Research has shown that instruction in foundational literacy skills:

- Is best delivered directly and explicitly using a multi-sensory curriculum that has a defined and systematic scope and sequence that follows a carefully designed sequence;
- Is offered ideally 45 – 60 minutes a day, with activities related to print concepts, phonological awareness (including phonemic awareness), phonics and word recognition, and fluency embedded into other subjects throughout the day where possible;
- Includes explicit modeling with opportunities for guided and independent targeted practice;
- Provides students with the opportunity to read and re-read of decodable texts related to previously taught skills;
- Includes modeling of fluent reading through read a-louds and reading with students (e.g., choral reading) as well as listening to children read;

Please see the NYCDOE’s [Pre-K-2 Framework for Early Literacy](#) for additional information related to foundational literacy instruction as part of a comprehensive literacy approach in this grade band.

While development of foundational literacy skills is crucial for this age group, reading comprehension, vocabulary development, writing, speaking, listening and language are of equal importance and are part of a comprehensive early literacy approach. As students develop foundational literacy skills, they also need to grow as readers and writers by developing reading comprehension, building language and vocabulary by speaking and listening, and growing as writers.

Priority Learning	Core Skills, Knowledge and Understandings <i>Students will...</i>		
	K	1	2
RF1 Print Concepts	<p><i>Demonstrate understanding of the organization and basic features of print</i></p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page Recognize that spoken words are represented in written language by specific sequences of letters Understand that words are separated by spaces in print Recognize and name all upper- and lowercase letters of the alphabet Identify the front cover, back cover, and title page of a book 	<p><i>Demonstrate understanding of the organization and basic features of print</i></p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) 	<p><i>Print Concept Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>
Sundance Newbridge Decoder Kids Correlation	<ul style="list-style-type: none"> Concepts of Print (Kindergarten TG) Letter Recognition Games (Kindergarten TG) Kindergarten Decodable Books Weeks 1–6; TG Lesson Plans Weeks 1–6 	<ul style="list-style-type: none"> Concepts of Print (Grade 1 TG) 	
RF2 Phonological Awareness	<p><i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i></p> <ul style="list-style-type: none"> Recognize and produce spoken rhyming words Blend and segment syllables in spoken words Blend and segment onsets and rimes of spoken words Blend and segment individual sounds (phonemes) in spoken one-syllable words Create new words by manipulating the phonemes orally in one-syllable words 	<p><i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i></p> <ul style="list-style-type: none"> Count, blend and segment single syllable words that include consonant blends Create new words by manipulating individual sounds (phonemes) in spoken one syllable words Manipulate individual sounds (phonemes) in single-syllable spoken words 	<p><i>Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>
Sundance Newbridge Decoder Kids Correlation	<ul style="list-style-type: none"> Phonemic Awareness Warm-Up (Kindergarten TG Lesson Plans) Phonemic Awareness Games (Kindergarten TG) 	<ul style="list-style-type: none"> Phonemic Awareness Warm-Up (Grade 1 TG Lesson Plans) Phonemic Awareness Games (Grade 1 TG) 	

<p>RF3 Phonics and Word Recognition</p>	<p><i>Know and apply phonics and word analysis skills in decoding words</i></p> <ul style="list-style-type: none"> • Demonstrate one-to-one letter sound correspondence by producing the primary sound or most frequent sound for each consonant • Decode short vowel sounds with common spellings • Decode some regularly spelled one syllable words • Read common high-frequency words by sight 	<p><i>Know and apply phonics and word analysis skills in decoding words</i></p> <ul style="list-style-type: none"> • Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th) • Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams) • Decode regularly spelled one-syllable words • Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound • Decode two-syllable words following basic patterns by breaking the words into syllables • Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked) • Read most common high-frequency words by sight 	<p><i>Know and apply phonics and word analysis skills in decoding words</i></p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams) • Decode short and long vowel sounds in two-syllable words • Decode regularly spelled two-syllable words • Recognize and identify root words and common suffixes and prefixes • Read all common high-frequency words by sight
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 [See Kindergarten Scope & Sequence for specific phonics and word analysis skills] • Instructional Routines, Phonics Maintenance, Reteaching Routines, Games and Extension Activities (Kindergarten TG) 	<ul style="list-style-type: none"> • Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 [See Grade 1 Scope & Sequence for specific phonics and word analysis skills] • Instructional Routines, Phonics Maintenance, Reteaching Routines, Games and Extension Activities (Grade 1 TG) 	<ul style="list-style-type: none"> • Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 [See Grade 2 Scope & Sequence for specific phonics and word analysis skills] • Instructional Routines, Phonics Maintenance, Reteaching Routines, Games and Extension Activities (Grade 2 TG)
<p>RF4 Fluency</p>	<p><i>Will engage with emergent reader texts and read-alouds to demonstrate comprehension</i></p> <ul style="list-style-type: none"> • Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension 	<p><i>Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension</i></p> <ul style="list-style-type: none"> • Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings • Use context to confirm or self correct word recognition and understanding, rereading as necessary 	<p><i>Read grade-level text with sufficient accuracy and fluency to support comprehension</i></p> <ul style="list-style-type: none"> • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings • Use context to confirm or self correct word recognition and understanding, rereading as necessary
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 • Fluency Routine (Kindergarten TG) 	<ul style="list-style-type: none"> • Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 • Fluency Routine (Grade 1 TG) 	<ul style="list-style-type: none"> • Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 • Fluency Routine (Grade 2 TG)

<p>R1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<ul style="list-style-type: none"> • <i>Notice what a text says using words and pictures</i> • <i>Ask and answer questions using observations from the text</i> 	<ul style="list-style-type: none"> • <i>Notice what a text says using words and pictures</i> • <i>Ask and answer questions about important ideas and details in the text</i> 	<ul style="list-style-type: none"> • <i>Describe with details what a text says along with what it doesn't (implies)</i> • <i>Begin to extend implications with evidence from the text (inferring)</i> • <i>Ask and answer questions using details and inferences made from the text</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i>
<p>R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> • <i>Retell what a text is about using different strategies (Example: beginning, middle, and end)</i> 	<ul style="list-style-type: none"> • <i>Retell what a text is about using different strategies (Example: beginning, middle, and end)</i> • <i>State what the text is mostly about (central idea/theme or main topic)</i> • <i>Identify important details to include in the retelling</i> 	<ul style="list-style-type: none"> • <i>Begin to summarize what a text is about using strategies to focus retellings (e.g. using story elements)</i> • <i>State what the text is mostly about (central idea/theme or main topic)</i> • <i>Identify important details to include in the summary</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i>
<p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> • <i>Identify language that expresses feelings and evokes senses used in texts read</i> 	<ul style="list-style-type: none"> • <i>Identify language that expresses feelings and evokes senses used in texts read</i> • <i>Begin to discuss why authors choose to use some words instead of others</i> 	<ul style="list-style-type: none"> • <i>Explain the language that expresses feelings and evokes senses used in texts read</i> • <i>Continue to discuss why authors choose to use some words instead of others</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>			
<p>R7 & R8 Integrate and evaluate content presented in texts, diverse media and formats including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> • <i>Identify how the illustrations/visuals work together with the language used in a text</i> • <i>Identify specific words, pictures or information from the text that support ideas in the text</i> 	<ul style="list-style-type: none"> • <i>Identify how the illustrations/ visuals work together with the language used in a text to tell a story/provide information</i> • <i>Identify specific words, pictures or information from the text that support ideas in the text</i> • <i>Discuss why the author/illustrator give the reader this information.</i> 	<ul style="list-style-type: none"> • <i>Identify how information gleaned from illustrations, visuals or text features work together with language to enhance understanding of the text</i> • <i>Identify specific points from the text using a combination of words, pictures and information</i> • <i>Explain how the author/illustrator support points with relevant details, information and/or reasons.</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i>

Priority Learning	Core Skills, Knowledge and Understandings Students will...		
	K	1	2
<p>SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	<ul style="list-style-type: none"> Engage in different kinds of conversations with different individuals/groups including during play Follow rules for listening to others, taking turns, and staying on topic Listen and respond to others, including by posing questions Use persuasive language respectfully Use knowledge built from engaging with texts in various ways (read alouds, reading multiple texts with diverse perspectives, etc.) in conversations and collaborations 	<ul style="list-style-type: none"> Participate in different kinds of conversations with different individuals/ groups including during play Follow rules for listening to others, taking turns, staying on topic, building on what others say, and asking questions Listen and respond to others with comments or questions in order to build on their ideas in discussions Pose questions to clear up confusion and be ready to respond to questions and comments on the topic of discussion Use knowledge built from reading multiple texts with diverse perspectives in conversations and collaborations 	<ul style="list-style-type: none"> Participate in different kinds of conversations with different individuals/ groups Follow rules for listening to others, taking turns, staying on topic, building on what others say, connecting the comments of others, and asking questions to clarify and explain what is being discussed Listen and respond to others by building on ideas and connecting comments of multiple people together Pose questions to clarify or ask for more explanation and be prepared to respond to questions and comments with relevant evidence, observations and ideas Use knowledge built from reading multiple texts with diverse perspectives in conversations and collaborations
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 Think About It questions (Decodable Books Weeks 1–30) 	<ul style="list-style-type: none"> Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 Think About It questions (Decodable Books Weeks 1–30) 	<ul style="list-style-type: none"> Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 Think About It questions (Decodable Books Weeks 1–30)
<p>SL 2 & 3 Integrate and evaluate information presented in diverse media and formats (including visual, quantitative and oral) including a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<ul style="list-style-type: none"> Engage in conversations about diverse texts read, both informational and literary Begin to talk and ask questions about the features of the text and important details Ask and answer questions to help with understanding of what the speaker has to say 	<ul style="list-style-type: none"> Engage in conversations about diverse texts read, both informational and literary Ask and answer questions about the features of the text and important details Ask and answer questions to help with understanding of what the speaker has to say and why they are saying that (point of view) 	<ul style="list-style-type: none"> Engage in discussions about diverse texts read, both informational and literary that describe important ideas and details Ask and answer questions to help with understanding of what the speaker has to say and why they are saying that (point of view) State agreement or disagreement with the speaker; Give a reason(s) to back up thinking
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 Think About It questions (Decodable Books Weeks 1–30) 	<ul style="list-style-type: none"> Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 Think About It questions (Decodable Books Weeks 1–30) 	<ul style="list-style-type: none"> Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 Think About It questions (Decodable Books Weeks 1–30)

Priority Learning	Core Skills, Knowledge and Understandings <i>Students will...</i>		
	K	1	2
<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. This may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> • <i>Begin to understand the difference between fact and opinion</i> • <i>Form opinions about familiar topics or personal experiences with a reason</i> • <i>State an opinion related to a familiar topic or personal experience with a reason as support using a combination of drawing, writing, dictating, oral expression and/or emergent writing</i> 	<ul style="list-style-type: none"> • <i>Understand the difference between fact and opinion</i> • <i>Form opinions about familiar topics or personal experiences with reasons</i> • <i>Put the skills above together to write an opinion related to a topic or personal experience with two or more reasons as support</i> 	<ul style="list-style-type: none"> • <i>Form opinions based evidence</i> • <i>Begin to understand how an opinion is different from an argument</i> • <i>Begin to learn how to write arguments with claims and supporting reasons</i> • <i>Put the skills above together to write an opinion related to a topic or personal experience with clear reasons and relevant evidence</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Kindergarten TG Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Grade 1 TG Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Grade 2 TG Weeks 1–30)</i>
<p>W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization. This may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> • <i>Understand that some texts supply information about a topic</i> • <i>Name a familiar topic and give information about that topic using a combination of drawing, dictating, oral expression and/or emergent writing</i> 	<ul style="list-style-type: none"> • <i>Over time, gather facts from multiple informational texts about the same topic</i> • <i>Articulate topics and facts that relate to that topic</i> • <i>Choose facts related to a topic that develop a point</i> • <i>Put the skills above together to write an informational/ expository text that names a topic, provides facts on that topic related to a point, and has an appropriate closing</i> 	<ul style="list-style-type: none"> • <i>Over time, gather facts and other information from multiple informational texts about the same topic</i> • <i>Based on texts read, choose topics to write about</i> • <i>Articulate topics and facts/information that relate to that topic to develop points</i> • <i>Use language that is specific to that topic</i> • <i>Put the skills above together to write an informational/ expository text that names a topic and provides facts and other information that develop points on that topic</i> • <i>Include a closing sentence or section as a part of their writing piece</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Kindergarten TG Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Grade 1 TG Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Grade 2 TG Weeks 1–30)</i>

<p>W3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Narratives may include personal, cultural, textual, and thematic connections.</p>	<ul style="list-style-type: none"> • <i>Understand that some texts tell a story</i> • <i>Engage with multiple narrative literary texts</i> • <i>Understand what sequence means and tell events in a sequence</i> • <i>Use familiar experiences to tell an event or events in a sequence</i> • <i>Tell an event(s) that is real or imagined story in sequence using a combination of drawing, dictating, oral expression and/or emergent writing</i> 	<ul style="list-style-type: none"> • <i>Engage with multiple narrative literary texts</i> • <i>Tell events in a sequence</i> • <i>Use familiar experiences or texts as mentors to create narratives that are real or imagined</i> • <i>Put the skills above together to write narratives that tell a real or imagined experiences or stories using events in sequence</i> • <i>Expand narratives over time to include short sequences</i> 	<ul style="list-style-type: none"> • <i>Engage with multiple narrative literary texts</i> • <i>Tell events in a sequence by describing actions, thoughts and feelings</i> • <i>Use familiar experiences or texts as mentors to create narratives that are real or imagined</i> • <i>Expand narratives over time to include multiple events using temporal words to indicate sequence</i> • <i>End narratives in a way that provides a sense of closure</i> • <i>Put the skills above together to write narratives that tell a real or imagined experience or story using events in sequence</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Kindergarten TG Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Grade 1 TG Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters (Grade 2 TG Weeks 1–30)</i>
<p>W7 Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism.</p>	<ul style="list-style-type: none"> • <i>Recall relevant information from experiences</i> • <i>Gather information from multiple sources to answer a question</i> • <i>Represent information through drawing, oral expression, and/or emergent writing</i> 	<ul style="list-style-type: none"> • <i>Recall relevant information from experiences</i> • <i>Gather information from multiple sources to answer a question</i> • <i>Represent information through drawing, oral expression, and/or writing</i> 	<ul style="list-style-type: none"> • <i>Recall relevant information from experiences</i> • <i>Gather information from multiple sources to answer a question</i> • <i>Represent information through drawing, oral expression, and/or writing</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>			

Priority Learning	Core Skills, Knowledge and Understandings <i>Students will...</i>		
	K	1	2
<p>L1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p>	<p>CORE CONVENTIONS SKILLS</p> <ul style="list-style-type: none"> • Print upper- and lowercase letters in their name. • Use frequently occurring nouns and verbs (orally) • Use common, proper, and possessive nouns. • Use collective nouns (e.g., group). • Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). • Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). • Understand and use interrogatives (question words – e.g., who, what where, when, why, how). • Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities. • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • Use verbs • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g., and, but, or, so because). • Produce and expand complete sentences 		
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Grades K–2 Decodable Books Weeks 1–30; G Lesson Plans Weeks 1–30 [See Word Study in Kindergarten, Grade 1, and Grade 2 Scopes & Sequences for specific skills]</i> 		

<p>L2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</p>	<p>CORE PUNCTUATION and SPELLING SKILLS</p> <ul style="list-style-type: none"> • Attempt to write symbols or letters to represent words. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Consult reference materials as needed to check and correct spellings. • Recognize and name end punctuation. • Capitalize the first letter of their name. • Use commas in dates and to separate words in a series. • Use an apostrophe to form contractions and frequently occurring possessives. 		
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Grades K–2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Blackline Masters Weeks 1–30 (Kindergarten, Grade 1, and Grade 2 TGs)</i> 		
<p>L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> • <i>Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences</i> • <i>Learn and apply new meanings for familiar words</i> • <i>Learn how to use word structures to determine meanings of new words</i> 	<ul style="list-style-type: none"> • <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases using clues like:</i> <ul style="list-style-type: none"> -Sentence context -Affixes (-un, -pre, -ful) -Root words -Inflections (-s, -ed, -ing) 	<ul style="list-style-type: none"> • <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by:</i> <ul style="list-style-type: none"> -Using sentence context as clues -Adding prefixes to a known word -Using a known root word to determine the meaning of an unknown word with the same root -Using knowledge of know words to predict what compound words mean -Using glossaries/ beginning dictionaries
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 [See Word Study in Grade 1 Scope & Sequence for affixes and inflections instruction.]</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30 [See Word Study in Grade 2 Scope & Sequence for affixes and compound words instruction.]</i>
<p>L6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • <i>Learn and use words and phrases acquired through conversations, reading and/or being read to, and responding to texts</i> 	<ul style="list-style-type: none"> • <i>Learn and use words and phrases acquired through conversations, reading and being read to, and responding to texts</i> 	<ul style="list-style-type: none"> • <i>Learn and use words and phrases acquired through conversations, reading and being read to, and responding to texts by identifying real-life connections between words and their use</i>
<p>Sundance Newbridge Decoder Kids Correlation</p>	<ul style="list-style-type: none"> • <i>Kindergarten Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 1 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i> 	<ul style="list-style-type: none"> • <i>Grade 2 Decodable Books Weeks 1–30; TG Lesson Plans Weeks 1–30</i> • <i>Think About It questions (Decodable Books Weeks 1–30)</i>