

Voyages in English 2018
Kindergarten
Correlations to IL State Standards

(Updated March 2017)
Illinois: Kindergarten

Writing

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes	Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
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>).		92–95

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.	OV-13, OV-15, 52–57	84–91, 98–99
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.		76–79
Production and Distribution of Writing		Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
4.	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)
5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		93
6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		82–83
Research to Build and Present Knowledge		Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		76–99
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		76–99
9.	(Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)

Range of Writing	Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
10. (Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

Speaking and Listening

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration	Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	OV-13, 39, 63	76–77
1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	OV-15, 6, 10, 24–25, 39, 42, 46, 50, 58, 60, 64, 68, 70	76, 78, 80, 82, 86, 90, 92, 94, 98
1.b Continue a conversation through multiple exchanges.	OV-14–OV-15, 10, 63	77, 89, 93, 97
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.	10, 12–13	80–81, 92–93
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	OV-14, 10–11, 12–13	96–97

Presentation of Knowledge and Ideas	Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	OV-13, 2–3, 8–9, 26–53, 56–63, 66–71	76–81, 84–85, 88–91, 96–99
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	OV-14, 2–3, 16, 20, 24, 26–27, 32–33, 36–53, 56–57, 60–63, 66–73	76–77, 80–81, 84–85, 88–91, 96–99
6. Speak audibly and express thoughts, feelings, and ideas clearly.	OV-14–OV-15, 6, 10, 24–25, 39, 42, 46, 50, 58, 60, 64, 68, 70	76–78, 80, 82, 84–86, 88–90, 92–94, 97–98

Language

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English	Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	OV-13, 2–5, 10–33, 36–37, 40–49	79–80, 83–84, 91–92, 95
1.a Print many upper- and lowercase letters.	OV-12–OV-14, 2–5, 102	
1.b Use frequently occurring nouns and verbs.	18–33, 110–117	76–99
1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	18–23, 110–111	

1.d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	OV-12, 10–13, 106–107	
1.e.	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	14–17, 108–109	
1.f	Produce and expand complete sentences in shared language activities.	14–17, 20–25, 42–49, 108–109, 112, 123, 125	78, 82, 86, 90, 94
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	OV-12, OV-14–OV-15, 2–5, 10–33, 36–37, 40–49, 127–130	76–99
2.a	Capitalize the first word in a sentence and the pronoun <i>I</i> .	4–5, 8–11, 38–39, 103, 105, 120	76–99
2.b	Recognize and name end punctuation.	OV-12, 6–13, 104–106	76–99
2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		79, 83, 87, 91, 95
2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	OV-12	79, 83, 87, 91, 95
Knowledge of Language		Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
3.	(Begins in grade 2)	(Begins in grade 2)	(Begins in grade 2)
Vocabulary Acquisition and Use		Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	58–59, 68–71, 130, 136	

4.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>).	68–69, 135	
4.b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	28–29, 64–67, 114–115, 133–134	
5.	With guidance and support from adults, explore word relationships and nuances in word meanings.	OV-15, 34–35, 58–61	96
5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	OV-13, 62–63, 122, 124	88
5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	60–61, 131	
5.c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	OV-13, 42–43, 62–63, 122, 132	
5.d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	34–35, 118	
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	This standard is covered in all lessons.	This standard is covered in all lessons.

Reading—Literature

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details	Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
1. With prompting and support, ask and answer questions about key details in a text.		92–95
2. With prompting and support, retell familiar stories, including key details.		92–95
3. With prompting and support, identify characters, settings, and major events in a story.		92–95

Reading—Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts	Part 1: Grammar TE page numbers	Part 2: Writing TE page numbers
1. Demonstrate understanding of the organization and basic features of print.	OV-12, 2–7	76–99
1.a Follow words from left to right, top to bottom, and page by page.		76–99

1.b	Recognize that spoken words are represented in written language by specific sequences of letters.		78–79, 82–83, 86–87, 90–91, 94–95, 98–99
1.c	Understand that words are separated by spaces in print.		78, 82, 86, 90, 94, 98
1.d	Recognize and name all upper- and lowercase letters of the alphabet.	2–3, 72–73	