

From Phonics to Reading

Correlation to the Oklahoma Academic Standards:
English Language Arts (2020)

Grade K



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Key Aligned Content

STANDARD 2: READING FOUNDATIONS

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.PA.1 Students will distinguish spoken words in a sentence.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Identify Words in Spoken Sentences—TE pp. 17, 24, 38, 52, 66 <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (listen and count the words in the sentence)—TE pp. 24, 26, 40, 54, 68, 193
<p>K.2.PA.2 Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96 Recognize and Produce Rhyme—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287 Recognize and Produce Rhyme and Alliteration—TE pp. 291, 337
<p>K.2.PA.3 Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., “the puppy pounces”).</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Alliteration—TE pp. 44, 249 Recognize and Produce Rhyme and Alliteration—TE pp. 299, 337
<p>K.2.PA.4 Students will recognize the short or long vowel sound in one syllable words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> Lesson 2 Short a—pp. 21-34 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> Lesson 7 Short i—pp. 91-102 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> Lesson 12 Short o—pp. 153-164 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> Lesson 17 Short e—pp. 215-226 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> Lesson 22 Short u—pp. 277-288 <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> Lesson 27 Short Vowel Review—pp. 339-350 Lesson 28 Single Letter Long Vowels e, i, o—pp. 351-362 Lesson 29 Final e (a_e)—pp. 363-374 Lesson 30 Final e (o_e, i_e)—pp. 375-386

STANDARD 2: READING FOUNDATIONS

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.PA.5 Students will count, pronounce, blend, segment, and delete syllables in spoken words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11, 28 • Clap and Count Syllables—TE pp. 72, 75 • Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377 • Oral Segmentation—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353 • Phonemic Manipulation: Delete Syllables—TE pp. 349, 361
<p>K.2.PA.6 Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending (onset and rime)—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177 • Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182
<p>K.2.PA.7 Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast).</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377
<p>K.2.PA.8 Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353
<p>K.2.PA.9 Students will add, delete, and substitute phonemes in one syllable spoken words. (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Add Sounds and Syllables—TE pp. 344, 346, 356, 358, 368, 370, 380, 382 • Phonemic Manipulation: Delete Syllables—TE pp. 349, 361 • Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385

STANDARD 2: READING FOUNDATIONS

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.PC.1 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Alphabet</p> <ul style="list-style-type: none"> • My ABC Book (uppercase letters)—pp. 11–12 • About Me (name begins with uppercase letters)—p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—p. 18 <p>Alphabet</p> <ul style="list-style-type: none"> • Lowercase Letters—p. 21 • Uppercase and Lowercase Letters—pp. 35–36 • Match Uppercase and Lowercase Letters—pp. 49–50, 63–64 <p>TEACHER'S EDITION</p> <p>Alphabet Recognition</p> <ul style="list-style-type: none"> • Uppercase Letters—TE pp. 9–10 • Lowercase Letters—TE p. 21 • Review Uppercase Letters—TE p. 26 • Uppercase and Lowercase Letters—TE pp. 35–36 • Match Uppercase and Lowercase Letters—TE pp. 49–50, 54, 63–64, 68 <p>Learning Center</p> <ul style="list-style-type: none"> • Alphabet Corner—TE pp. 10, 22 <p>Read Connected Text (My ABC Book)</p> <ul style="list-style-type: none"> • First Read (Read Together)—TE p. 12 <p>Print Concepts (My ABC Book)</p> <ul style="list-style-type: none"> • About Me—TE p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters)—TE pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—TE p. 18 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Alphabet Review—TE pp. 30, 44, 72 • Alphabet Concentration—TE p. 50 • Alphabet Match Up—TE p. 58 • Alphabet “Go Fish!”—TE p. 64 <p>Alphabet Review</p> <ul style="list-style-type: none"> • Identify Lowercase Letters—TE p. 40

STANDARD 2: READING FOUNDATIONS

Print Concepts

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KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p>	<p>TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family: Extend the Learning (look for words in books, signs, magazine covers, etc.)—TE pp. 7, 77, 139, 201, 263, 325 <p>Print Concepts</p> <ul style="list-style-type: none"> • About Me (use letters of the alphabet to write words)—TE p. 13 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Informal Assessment (signs, labels, books/environmental print)—TE pp. 11, 21 <p>Teacher Table: Assessment</p> <ul style="list-style-type: none"> • Extend the Assessment (environmental print)—TE pp. 20, 34, 48
<p>K.2.PC.3 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p>	<p>Children learn how to hold a book and identify its features through teacher modeling.</p> <p>See also</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (read the title)—TE pp. 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (words are separated by spaces)—TE pp. 26, 40, 54, 68, 119, 157, 219, 269, 331
<p>K.2.PC.5 Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (top to bottom, left to right progression and return sweep, page by page to read the book)—TE pp. 83, 85, 94–95 <p>Related content</p> <p>Dictation</p> <ul style="list-style-type: none"> • Think and Write (read/segment words left to right)—TE pp. 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381

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Print Concepts

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<p>K.2.PC.6 Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p>	<p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (start a sentence with an uppercase letter and end it with the correct end mark)—TE pp. 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (first word in a sentence begins with an uppercase letter/sentences end with an end mark)—TE pp. 207, 255, 379

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.PWS.1 Students will identify all uppercase and lowercase letters.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Alphabet</p> <ul style="list-style-type: none"> • My ABC Book (uppercase letters)—pp. 11-12 • About Me (name begins with uppercase letters)—p. 13 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—p. 18 <p>Alphabet</p> <ul style="list-style-type: none"> • Lowercase Letters—p. 21 • Uppercase and Lowercase Letters—pp. 35-36 • Match Uppercase and Lowercase Letters—pp. 49-50, 63-64 <p>TEACHER'S EDITION</p> <p>Alphabet Recognition</p> <ul style="list-style-type: none"> • Uppercase Letters—TE pp. 9-10 • Lowercase Letters—TE p. 21 • Review Uppercase Letters—TE p. 26 • Uppercase and Lowercase Letters—TE pp. 35-36 • Match Uppercase and Lowercase Letters—TE pp. 49-50, 54, 63-64, 68 <p>Learning Center</p> <ul style="list-style-type: none"> • Alphabet Corner—TE pp. 10, 22 <p>Read Connected Text (My ABC Book)</p> <ul style="list-style-type: none"> • First Read (Read Together)—TE p. 12

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KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.PWS.2 Students will sequence the letters of the alphabet.</p>	<p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> Alphabet Review (put letter cards in alphabetical order)—TE pp. 44, 72 <p>Alphabet Recognition</p> <ul style="list-style-type: none"> Match Uppercase and Lowercase Letters (alphabetical order)—TE p. 49
<p>K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sound (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> Lesson 1 Mm—pp. 9-20 Lesson 2 Short a—pp. 21-34 Lesson 3 Ss—pp. 35-48 Lesson 4 Tt—pp. 49-62 Lesson 5 Pp—pp. 63-76 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> Lesson 6 Nn—pp. 79-90 Lesson 7 Short i—pp. 91-102 Lesson 8 Cc—pp. 103-114 Lesson 9 Ff—pp. 115-126 Lesson 10 Dd—pp. 127-138 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> Lesson 11 Hh—pp. 141-152 Lesson 12 Short o—pp. 153-164 Lesson 13 Rr—pp. 165-176 Lesson 14 Bb—pp. 177-188 Lesson 15 Ll—pp. 189-200 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> Lesson 16 Kk—pp. 203-214 Lesson 17 Short e—pp. 215-226 Lesson 18 Gg—pp. 227-238 Lesson 19 Ww—pp. 239-250 Lesson 20 Xx—pp. 251-262 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> Lesson 21 Vv—pp. 265-276 Lesson 22 Short u—pp. 277-288 Lesson 23 Jj—pp. 289-300 Lesson 24 Qu—pp. 301-312 Lesson 25 Yy—pp. 313-324 <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> Lesson 26 Zz—pp. 327-338 Lesson 27 Short Vowel Review—pp. 339-350 Lesson 28 Single Letter Long Vowels e, i, o—pp. 351-362 Lesson 29 Final e (a_e)—pp. 363-374 Lesson 30 Final e (o_e, i_e)—pp. 375-386

STANDARD 2: READING FOUNDATIONS

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

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<p>K.2.PWS.4 Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= at, in, up; CVC words = pat, hen, lot).</p>	<p>Representative instruction STUDENT BOOK/TEACHER'S EDITION VC Introduction</p> <ul style="list-style-type: none"> • Blend It—Lesson 3 (am), p. 37; Lesson 4 (at), p. 51; Lesson 6 (an), p. 79; Lesson 7 (is/it), p. 91; Lesson 9 (if), p. 115; Lesson 20 (ax/ox), p. 251; Lesson 22 (up), p. 277 <p>CVC Introduction</p> <ul style="list-style-type: none"> • Blend It—Lesson 3 (Sam), p. 37; Lesson 4 (sat/mat), p. 51; Lesson 5 (Pam/map), p. 65; Lesson 6 (tap/pan), p. 79; Lesson 7 (sit/pat), p. 91; Lesson 8 (cat/cap), p. 103; Lesson 9 (fan/fat/fit), p. 115; Lesson 10 (dad/sad), p. 127; Lesson 11 (had/hit), p. 141; Lesson 12 (hot/not/dot), p. 153; Lesson 13 (rip/ran/rat), p. 165; Lesson 14 (bat/bad/bit), p. 177; Lesson 15 (lot/lip/lit), p. 189; Lesson 17 (men/ten), p. 215; Lesson 18 (leg/beg/big/pig), p. 227; Lesson 19 (wig/wag), p. 239; Lesson 20 (box/fox/mix/six), p. 251; Lesson 21 (van/vet), p. 265 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Blend It—TE pp. 17, 19, 24, 28, 30, 33, 38, 42, 44, 47, 52, 56, 58, 61, 66, 70, 72, 75, 81, 84, 86, 89, 93, 96, 98, 101, 105, 108, 110, 113, 117, 120, 122, 125, 129, 132, 134, 137, 143, 146, 148, 151, 155, 158, 160, 163, 167, 170, 172, 175, 179, 182, 184, 187, 191, 194, 196, 199, 205, 208, 210, 213, 217, 220, 222, 225, 229, 232, 234, 237, 241, 244, 246, 249, 253, 256, 258, 261, 267, 270, 272, 275, 279, 282, 284, 287, 291, 294, 296, 299, 303, 306, 308, 311, 315, 318, 320, 323, 329, 332, 334, 337, 341, 344, 346, 349, 353, 356, 358, 361, 365, 368, 370, 373, 377, 380, 382, 385

Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.F.1 Students will read first and last name in print.</p>	<p>TEACHER'S EDITION Alphabet Recognition</p> <ul style="list-style-type: none"> • Uppercase Letters (help children find the first letter in their name)—TE p. 9 • Extend (children identify the first letter in their name)—TE p. 11

STANDARD 2: READING FOUNDATIONS

Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.2.F.2 Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—Lesson 2 (I, can), p. 24; Lesson 3 (see, a), p. 38; Lesson 4 (the, on), p. 52; Lesson 5 (like, to), p. 66; Lesson 6 (is, it), p. 80; Lesson 7 (big, little), p. 92; Lesson 8 (my, good), p. 104; Lesson 9 (yes, no), p. 116; Lesson 10 (look, he), p. 128; Lesson 11 (do, you), p. 142; Lesson 12 (what, this), p. 154; Lesson 13 (and, under), p. 166; Lesson 14 (or, are), p. 178; Lesson 15 (up, down), p. 190; Lesson 16 (she, her), p. 204; Lesson 17 (make, they), p. 216; Lesson 18 (where, with), p. 228; Lesson 19 (we, play), p. 240; Lesson 20 (one, have), p. 252; Lesson 21 (go, hurt), p. 266; Lesson 22 (day, of), p. 278; Lesson 23 (said, that), p. 290; Lesson 24 (there, out), p. 302; Lesson 25 (all, read), p. 314; Lesson 26 (for, finds), p. 328; Lesson 27 (was, too), p. 340; Lesson 28 (come, some), p. 352; Lesson 29 (your, very), p. 364; Lesson 30 (use, blue), p. 376

Additional Aligned Content

STANDARD 1: SPEAKING AND LISTENING

Reading

Students will develop and apply effective communication skills through speaking and active listening.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.1.R.1 Students will actively listen and speak using appropriate discussion rules.	Children actively listen and speak as they participate in teacher-supervised call and response activities in each lesson. STUDENT BOOK/TEACHER'S EDITION Introduction <ul style="list-style-type: none"> Learn and Blend (children listen then join in)—pp. 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375
K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	After children chorally read the Connected Text for each lesson, they engage in collaborative discussions about the selection. TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Connected Text (children discuss answers to comprehension questions, first with a partner and then with the group)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
K.1.R.4 Students will follow one and two step directions.	Children read, clarify if necessary, and follow directions that appear at the beginning of each lesson activity.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.	TEACHER'S EDITION Learning Center <ul style="list-style-type: none"> Collage (children present their collage to the group, naming each object shown.)—TE pp. 128, 266

1: SPEAKING AND LISTENING

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.1.W.2 Students will work respectfully with others with guidance and support.	Children work respectfully with others, following standards set and modeled by the teacher and classmates.

STANDARD 2: READING AND WRITING PROCESS

Reading

Students will read and comprehend increasingly complex literary and informational texts.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Retell and Write (read/retell story to a partner)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
K.2.R.2 Students will discriminate between fiction and nonfiction/informational text with guidance and support.	N/A
K.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.	N/A

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.2.W.1 Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.	<p>TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> Draw About It (reread selection then respond to text with drawings)—TE pp. 19, 33 Write About It (reread selection then respond to text in writing)—TE pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385

STANDARD 2: READING AND WRITING PROCESS

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.2.W.2 Students will begin to develop first drafts by sequencing the action or details of stories/texts.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (sequence of events: what happens first, next?)—TE pp. 53, 218
K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words.	TEACHER'S EDITION Print Concepts <ul style="list-style-type: none"> • Understanding How Sentences Work (teacher models correct spacing between words)—, TE pp. 26, 40, 54, 68, 119, 157, 219, 268, 331

STANDARD 3: CRITICAL READING AND WRITING

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.3.R.1 Students will name the author and illustrator, and explain the roles of each in a particular story.	N/A
K.3.R.2 Students will describe characters and setting in a story with guidance and support.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (children discuss characters in the story)—TE pp. 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
K.3.R.3 Students will tell what is happening in a picture or illustration.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict/Check Comprehension (children discuss what is happening in the story, noting details in the illustrations/clues in the pictures)—TE pp. 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

STANDARD 3: CRITICAL READING AND WRITING

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (children ask and answer questions about the story)—TE pp. 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Draw About It—pp. 19, 33 • Write About It (draw a picture/write about the picture)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Challenge Words—TE pp. 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375
<p>K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (use context clues to help determine the meaning of difficult words)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.4.R.3 Students will name and sort pictures of objects into categories based on common attributes with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Sound Sort</p> <ul style="list-style-type: none"> • Open Sort/Closed Sort (find, cut out, and sort picture cards)—pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334, 346 • Check and Discuss (review words in each sort category)—pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> • Write (children write their own sentences using unit words)—pp. 343, 355, 367, 379
<p>K.4.W.2 Students will select appropriate language according to purpose with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context—pp. 24, 38, 52, 66, 80, 92, 105, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (use new words)—pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write words in sentences)—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (use words acquired through conversation/reading/responding to texts)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p style="text-align: right;"><i>continued</i></p>

STANDARD 4: VOCABULARY

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>TEACHER'S EDITION</p> <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> Vocabulary—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (write words in sentences)—TE pp. 45, 59, 73, 87, 99, 111, 123, 124, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383

STANDARD 5: LANGUAGE

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book (children see correct grammar modeled as they chorally read and discuss illustrated text)—pp. 12-13, 25-26, 39-40, 53-54, 67-68, 81-82, 93-94, 105-106, 117-118, 129-130, 143-144, 155-156, 167-168, 179-180, 191-192, 205-206, 217-218, 229-230, 241-242, 253-254, 267-268, 279-280, 291-292, 303-304, 315-316, 329-330, 341-342, 353-354, 365-366, 377-378
<p>K.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns).</p>	<p>TEACHER'S EDITION</p> <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> Vocabulary (words whose meanings can be explained/demonstrated in a concrete way)—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: First Read (Read Together) (determine if a difficult word is a noun or a verb)—TE pp. 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

STANDARD 5: LANGUAGE

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.5.R.3 Students will recognize words as actions (i.e., verbs).</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (determine if a difficult word is a noun or a verb)—TE pp. 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>K.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Sound Sort</p> <ul style="list-style-type: none"> • Open Sort/Closed Sort (sort picture cards)—pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334, 346 • Check and Discuss (review words in each sort category)—pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.5.W.1 Students will capitalize, with guidance and support:</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243
<p>K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243 • Understanding How Sentences Work (end punctuation)—TE pp. 145, 181, 193, 231, 281, 317, 355, 367 <p>Related content</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (commas)—TE pp. 293, 343 • Understanding How Sentences Work (quotation marks)—TE pp. 293, 343, 355

STANDARD 6: RESEARCH

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Preview and Predict (children use the title and picture on the first page of the story to predict its topic)—TE pp. 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
K.6.R.2 Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Preview and Predict/Check Comprehension (children refer to story illustrations and title to understand text)—TE pp. 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	N/A
K.6.W.2 Students will find information from provided sources during group research with guidance and support.	<p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 32

STANDARD 7: MULTIMODAL LITERACIES

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.7.R.1 Students will recognize formats of print and digital text with guidance and support.	N/A

STANDARD 7: MULTIMODAL LITERACIES

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.7.R.2 Students will explore how ideas and topics are depicted in a variety of media and formats.	N/A

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.7.W.1 Students will use appropriate technology or media to communicate with others with guidance and support.	Related content TEACHER'S EDITION Learning Center <ul style="list-style-type: none"> • Computer games apps—TE pp. 10, 15, 22, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376
K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (encourage drawings when retelling the story)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384

STANDARD 8: INDEPENDENT READING AND WRITING

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
K.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	TEACHER'S EDITION Read Children's Books (trade books that reinforce newly learned skills) Unit 1 —TE pp. 7 and 8: <i>Millions of Cats</i> by Wanda Gag; <i>Martha the Movie Mouse</i> by Arnold Lobel; <i>The Singing Man</i> by Angela Shelf Medearis; <i>Who Took the Farmer's Hat?</i> by Joan L. Nodser; <i>Juan Tuza and the Magic Pouch</i> by Francisco X. Mora <i>continued</i>

STANDARD 8: INDEPENDENT READING AND WRITING

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>Unit 2—TE pp. 77 and 78: <i>Call for Mr. Sniff</i> by Thomas P. Lewis; <i>Noisy Nora</i> by Rosemary Wells; <i>Kitten Can</i> by Bruce McMillan; <i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan Edwards; <i>Dad’s Dinosaur Day</i> by Diane Dawson Hearn</p> <p>Unit 3—TE pp. 139 and 140: <i>Fox in Socks</i> by Dr. Seuss; <i>Hot Hippo</i> by Mwenye Hadithi; <i>Rain</i> by Robert Kalan; <i>Bear’s Bargain</i> by Frank Asch; <i>Lambs for Dinner</i> by Betsy and Giulio Maestro</p> <p>Unit 4—TE pp. 201 and 202: <i>Kisses</i> by Alice McLerran; <i>Hester the Jester</i> by Ben Shecter; <i>Go, Dog, Go!</i> by Phil Eastman; <i>A Weekend with Wendell</i> by Kevin Henkes; <i>Fix It</i> by David McPhail</p> <p>Unit 5—TE pp. 263 and 264: <i>A Valentine for Ms. Vanilla</i> by Fred Ehrlich; <i>The Ugly Duckling retold</i> by Lilian Moore; <i>Norma Jean, Jumping Bean</i> by Joanna Cole; <i>The Queen’s Cat</i> by Margaret Mahy; <i>Yellow Ball</i> by Molly Bang</p> <p>Unit 6—TE pp. 325 and 326: <i>Mrs. Toggle’s Zipper</i> by Robin Pulver; <i>Drummer Hoff</i> by Barbara Emberley; <i>No Fighting, No Biting!</i> by Else E. Minarik; <i>The Bravest Flute</i> by Ann Grifalconi; <i>Chicken Soup With Rice</i> by Maurice Sendak</p>

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>K.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Writing Extension</p> <ul style="list-style-type: none"> • Draw About It—pp. 19, 33 • Write About It (draw a picture/write about the picture)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (write a response to the story/encourage drawings)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384