

From Phonics to Reading

Correlation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

Grade K



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Key Aligned Content

FOUNDATIONAL SKILLS

■ ELA.K.F.1 Learning and Applying Foundational Reading Skills

Print Concepts

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.</p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ What Are Print Concepts?—p. 1 ◦ Supporting Instruction of Print Concepts—p. 1-2 • Print Concepts Assessment/What Can You Do with the Assessment Results?
<p>a. Locate a printed word on a page.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Learn and Say/Learn and Blend/Blend It (identify printed words on a page)—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 (identify printed words on a page)—pp. 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>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> ◦ Words and Spaces (identify words/spaces between words) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the difference between a letter and a word. ◦ Understands that words are separated by spaces.
<p>b. Distinguish letters from words within sentences.</p>	<p>TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> • About Me (use the letters of the alphabet to write words)—p. 13 <p>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 style="text-align: right;"><i>continued</i></p>

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ELA.K.F.1 Learning and Applying Foundational Reading Skills

Print Concepts

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ◦ Alphabet Recognition (recognize upper- and lowercase letters/distinguish numbers from letters) ◦ Words and Spaces (difference between single letters and words/spaces between words) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the difference between a letter and a word. ◦ Understands that words are separated by spaces. ◦ Identify the difference between a word and a sentence.
<p>c. Match print to speech to demonstrate that language is represented by print.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify Words in Spoken Sentences—TE pp. 24, 38, 52, 66 <p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1–2 ◦ Alphabet Recognition (match letter to sounds)
<p>d. Identify parts of a book (front cover, back cover, title page).</p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ◦ Basic Features of Print (how to handle a book/title, author's and illustrator's name/text and illustrations) ◦ Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the front cover, back cover, title page, and spine of a book. <p>Related content</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (cut out the story and fold it in half to form a booklet/read the title)—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

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KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (read left to right, top to bottom)—TE pp. 83, 85, 94–95 <p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ◦ Basic Features of Print (read left to right, top to bottom, page by page/return sweep to correctly find the next line of text) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Understand that text is read from left to right and top to bottom on a page. <p>Related content</p> <p>TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> • Think and Write (model segmenting a word, moving from left to right)—TE pp. 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381
<p>f. Identify all upper- and lowercase letters of the alphabet.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> • My ABC Book (uppercase letters)—pp. 11–12 • About Me (name begins with uppercase letter)—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 Alphabet Recognition</p> <ul style="list-style-type: none"> • Uppercase Letters—TE pp. 9–10 • Lowercase Letters—TE p. 21 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.K.F.1 Learning and Applying Foundational Reading Skills

Print Concepts

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<ul style="list-style-type: none"> • 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>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 <p>ONLINE RESOURCES</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ◦ Alphabet Recognition (identify all upper- and lowercase letters/distinguish numbers from letters/use magnets, letter cards, or other manipulatives to practice alphabet recognition) <p>Assessment</p> <ul style="list-style-type: none"> • Letter-Name and Letter-Sound Assessments
<p>g. Recognize that print conveys specific meaning and pictures may support meaning.</p>	<p>TEACHER’S EDITION</p> <p>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>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Informal Assessment (signs, labels, books/environmental print)—TE pp. 11, 21 <p>Print Concepts</p> <ul style="list-style-type: none"> • About Me (use letters of the alphabet to write words)—TE p. 13 <p style="text-align: right;"><i>continued</i></p>

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Print Concepts

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	<p>Teacher Table: Assessment</p> <ul style="list-style-type: none"> Extend the Assessment (environmental print)—TE pp. 20, 34, 48 <p>ONLINE RESOURCES</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 Basic Features of Print (words carry meaning of text/ pictures may support the meaning) Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> Understand that print carries meaning (difference between words and pictures). Understand the different purposes for print.
<p>Benchmark Clarifications:</p> <p>Clarification 1: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p>	

Phonological Awareness

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.F.1.2: Demonstrate phonological awareness.</p>	<p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> Phonological Awareness—pp. 15-18 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities Modeling the Tasks
<p>a. Blend and segment syllables in spoken words.</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Blend Syllables—TE pp. 14, 30, 61 Clap Syllables/Clap and Count Syllables—TE pp. 11, 28, 72, 75 <p style="text-align: right;"><i>continued</i></p>

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Phonological Awareness

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>ONLINE RESOURCES Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 3: Oral Blending (say the syllables in a word)—p. 3 ◦ Activity Type 4: Oral Segmentation (say or clap a word by syllables)—p. 3
<p>b. Identify and produce alliterative and rhyming words.</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 • Alliteration—TE pp. 44, 249 • Recognize and Produce Rhyme/Alliteration—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287, 291, 337 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (rhyme)—pp. 15-18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Rhyme <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 1: Rhyme and Alliteration—p. 2 ◦ Activity Type 2: Oddity Tasks (rhyme)—p. 3 • Modeling the Tasks <ul style="list-style-type: none"> ◦ Rhyme Routine—p. 4
<p>c. Blend and segment onset and rimes of single-syllable words.</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>ONLINE RESOURCES Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 3: Oral Blending (onset and rime)—p. 3 ◦ Activity Type 4: Oral Segmentation (onset and rime)—p. <p style="text-align: right;"><i>continued</i></p>

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Phonological Awareness

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	<ul style="list-style-type: none"> ○ Modeling the Tasks <ul style="list-style-type: none"> ○ Oral Blending Routine (Onset/Rime)—p. 8 ○ Oral Segmentation Routine (Onset/Rime)—p. 9 ○ Phonemic Manipulation Routine (Deletion) (segment word by onset and rime)—p. 12
<p>d. Identify the initial, medial, and final sound of spoken words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Isolate Beginning Sounds—TE p. 42, 49, 58 • Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 • Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness (Oddity Tasks)—pp. 15–18 <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ○ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness <ul style="list-style-type: none"> ○ Oddity Tasks
<p>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</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 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness (Phonemic Manipulation)—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness <ul style="list-style-type: none"> ○ Phonemic Manipulation <p style="text-align: right;"><i>continued</i></p>

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Phonological Awareness

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)—p. 3 ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Addition)—p. 11 ◦ Phonemic Manipulation Routine (Deletion)—p. 12 <p>See related content</p> <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385 <p>ONLINE RESOURCES</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution)—p. 3 ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Substitution)—p. 10
<p>f. Segment and blend phonemes in single-syllable spoken words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It—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 <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending—TE pp. 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 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Blending—pp. 19-22 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending <p style="text-align: right;"><i>continued</i></p>

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ELA.K.F.1 Learning and Applying Foundational Reading Skills

Phonological Awareness

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<ul style="list-style-type: none"> • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral blending, oral segmentation) • Instructional Guides <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 3: Oral Blending (phoneme by phoneme)—p. 3 ◦ Activity Type 4: Oral Segmentation phoneme by phoneme)—p. ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Blending Routine (Sound by Sound)—p. 5 ◦ Oral Segmentation Routine (Sound by Sound)—pp. 6–7
<p>Benchmark Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.</p>	

Phonics and Word Analysis

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p>	<p>ONLINE RESOURCES Instructional Guides</p> <ul style="list-style-type: none"> • Phonics Assessment by Wiley Blevins
<p>a. Demonstrate knowledge of the most frequent sound for each consonant.</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 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 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 13 Rr—pp. 165–176 <p style="text-align: right;"><i>continued</i></p>

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■ ELA.K.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<ul style="list-style-type: none"> • 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 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 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 <p>ONLINE RESOURCES</p> <p>ABC Express Add-on Practice and Application Activities</p> <ul style="list-style-type: none"> • Instructional Resources <ul style="list-style-type: none"> ○ Lesson 1: Ss, Mm ○ Lesson 2: Tt, Dd ○ Lesson 3: Pp ○ Lesson 4: Ff, Hh ○ Lesson 5: Ll, Bb ○ Lesson 6: Cc ○ Lesson 7: Rr, Gg ○ Lesson 8: Ww ○ Lesson 9: Jj, Kk ○ Lesson 10: Vv ○ Lesson 11: Yy, Zz ○ Lesson 12: Xx, Qu
<p>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</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 style="text-align: right;"><i>continued</i></p>

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Phonics and Word Analysis

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<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 <p>ONLINE RESOURCES</p> <p>ABC Express Add-on Practice and Application Activities</p> <ul style="list-style-type: none"> Instructional Resources <ul style="list-style-type: none"> Lesson 3: li/Short i, Short a Lesson 6: Oo/Short a, Short i, Short o Lesson 8: Uu/Short u, Short a, Short i, Short o Lesson 10: Ee/Short a, Short i, Short o, Short u, Short e
<p>c. Decode consonant-vowel-consonant (CVC) words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It (decode CVC words)—Lesson 3 (sip/Sam), p. 37; Lesson 4 (mat/sat), p. 51; Lesson 5 (map/tap), 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/dip), 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; Lesson 22 (sun/run), p. 277; Lesson 23 (jam/jet/jug), p. 289; Lesson 24 (kit/nap), p. 301; Lesson 25 (yum/yap), p. 313; Lesson 26 (zip/zap), p. 327; Lesson 27 (hug/sad), p. 339; Lesson 28 (lap/wet), p. 351; Lesson 29 (mad/tap), p. 363; Lesson 30 (hop/rid), p. 377
<p>d. Encode consonant-vowel-consonant (CVC) words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write/Listen and Spell (listen then correctly spell CVC words)—pp. 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344 <p>Word Building</p> <ul style="list-style-type: none"> Trace, Write, and Build (spell CVC words aloud)—pp. 71, 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 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.K.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • Think and Write (guide children to connect each sound to spell CVC words)—TE pp. 71, 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 • Listen and Spell (guide children to connect each sound to spell CVC words)—TE pp. 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>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Blend It (model blending CVC words, vowel sounds and spellings)—TE pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 377 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (connect each sound with a spelling)—TE pp. 71, 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, 383 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Spell Words—TE pp. 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Dictation (guided spelling)—pp. 27-30 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Dictation <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound) <ul style="list-style-type: none"> ◦ Connect to Spelling—p. 7 • Spelling Instructional Guide <ul style="list-style-type: none"> ◦ What Is the Role of Spelling in From Phonics to Reading? ◦ Kindergarten Spelling Guide—pp. 4-6 ◦ Writing Notebook Mastery Checklist—7-8

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
 Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists.
 Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

FOUNDATIONAL SKILLS

ELA.K.F.1 Learning and Applying Foundational Reading Skills

Fluency

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>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 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency—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 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check—TE pp. 48, 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><u>TEACHER'S EDITION</u></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • [Day 3] Review—TE pp. 28, 42, 56, 70, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 • [Day 5] Build Fluency: Review—TE pp. 19, 33, 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>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency—TE pp. 19, 33, 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>

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FOUNDATIONAL SKILLS

■ ELA.K.F.1 Learning and Applying Foundational Reading Skills

Fluency

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p><u>ONLINE RESOURCES</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31-34 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Teacher's Guide to High-Frequency Words <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31-34 • High-Frequency Word Assessments <ul style="list-style-type: none"> ◦ Directions <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Kindergarten)—p. 2 ◦ High-Frequency Word Assessment: Student Form (Kindergarten)—p. 3 <p>See also</p> <p><u>ONLINE RESOURCES</u></p> <p>Fluency</p> <ul style="list-style-type: none"> • Teacher's Guide to Fluency • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ◦ Level K <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine—p. 3 ◦ Fluency Minilessons—pp. 3-7
<p>Benchmark Clarifications:</p> <p>Clarification 1: See Dolch and Fry word lists.</p> <p>Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>	

Additional Aligned Content

READING

ELA.K.R.1 Reading Prose and Poetry

Literary Elements

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.R.1.1: Identify and describe the main story elements in a story.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss main story elements)—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
<p>Benchmark Clarifications:</p> <p>Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p>Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p> <p>Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p>	

Perspective and Point of View

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.R.1.3: Explain the roles of author and illustrator of a story.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book (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>Benchmark Clarifications:</p> <p>Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' Hop on Pop where Dr. Seuss performs both roles.</p> <p>Clarification 2: Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>	

READING

ELA.K.R.1 Reading Prose and Poetry

Poetry

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
ELA.K.R.1.4: Identify rhyme in a poem.	TEACHER'S EDITION Phonemic Awareness <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. 299, 337
Benchmark Clarifications: Clarification 1: This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(a): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud. Clarification 2: Students will also note where the rhyme is coming, e.g., at the end of a line.	

ELA.K.R.2 Reading Informational Text

Structure

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	N/A
Benchmark Clarifications: Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.	

Central Idea

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
ELA.K.R.2.2: Identify the topic of and multiple details in a text.	N/A
Benchmark Clarifications: Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.	

READING

ELA.K.R.2 Reading Informational Text

Argument

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.	N/A
Benchmark Clarifications: Clarification 1: Students will explain which statements are fact and which are opinion within a text. Clarification 2: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false. Example: "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven.	

ELA.K.R.3 Reading Across Genres

Interpreting Figurative Language

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
ELA.K.R.3.1: Identify and explain descriptive words in text(s).	Related content TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> • Extend (expand sentence by adding descriptive details)—TE pp. 9, 28, 42, 56, 70, 81, 93, 105, 117, 130, 143, 155, 168, 180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377
Benchmark Clarifications: Clarification 1: Students will explain examples of descriptive words in text and how they add meaning. Clarification 2: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.	

READING

■ ELA.K.R.3 Reading Across Genres

Paraphrasing and Summarizing

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
ELA.K.R.3.2: Retell a text orally to enhance comprehension:	
a. Use main character(s), setting, and important events for a story.	TEACHER'S EDITION Read Connected Text • Take-Home Book: Retell and Write—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
b. Use topic and details for an informational text.	N/A
Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.	

Comparative Reading

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
ELA.K.R.3.3: Compare and contrast characters' experiences in stories.	N/A
Benchmark Clarifications: Clarification 1: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.	

COMMUNICATION

ELA.K.C.1 Communicating Through Writing

Handwriting

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.1.1: Print many upper- and lowercase letters.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (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>Alphabet</p> <ul style="list-style-type: none"> • Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64 <p><u>TEACHER'S EDITION</u> 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>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Address Fine Motor Skills (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69 <p><u>ONLINE RESOURCES</u> Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ○ Pencil Grip—p. 1 ○ Posture—p. 2 ○ Spacing—p. 3 ○ Strokes—p. 3 ○ General Tips—p. 4 ○ Lesson Sequence—p. 4 ○ Letter Formation Guide—pp. 5–8 ○ Level K (Kindergarten) Handwriting Scope and Sequence—pp. 9–11 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>Benchmark Clarifications: Clarification 1: Students should attend to spacing between letters. Clarification 2: Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.</p>	

COMMUNICATION

■ ELA.K.C.1 Communicating Through Writing

Narrative Writing

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Write About It (use lesson words to create a story)—pp. 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>Benchmark Clarifications: Clarification 1: The product can be written, drawn, dictated, or a combination of all. Clarification 2: See Writing Types.</p>	

Argumentative Writing

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (children express opinions/feelings and supporting details in response to 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
<p>Benchmark Clarifications: Clarification 1: The product can be written, oral, drawn, dictated, or a combination of all. Clarification 2: See Writing Types.</p>	

Expository Writing

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Draw About It—p. 33 • Write About It (draw a picture in response to the story/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 style="text-align: right;"><i>continued</i></p>

COMMUNICATION

■ ELA.K.C.1 Communicating Through Writing

Expository Writing

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell story in their own words/write a response/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
<p>Benchmark Clarifications: Clarification 1: The product can be written, drawn, dictated, or a combination of all. Clarification 2: Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. Clarification 3: See Writing Types.</p>	

Improve Writing

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Draw About It (share drawings with partners/get feedback)—pp. 19, 33 • Write About It (share drawings with partners/get feedback/revise)—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>Benchmark Clarifications: Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.</p>	

COMMUNICATION

■ ELA.K.C.2 Communicating Orally

Oral Presentation

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.2.1: Present information orally using complete sentences.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family Letter (describe the Take-Home Book story)—pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (prompt children to answer in complete sentences)—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 • Take-Home Book: Retell and Write (retell 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
<p>Benchmark Clarifications: Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.</p>	

■ ELA.K.C.3 Following Conventions

Conventions

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	
<p>Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows:</p>	
<ul style="list-style-type: none"> • Begin each sentence with a capital letter and use ending punctuation. 	<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

COMMUNICATION

ELA.K.C.3 Following Conventions

Conventions

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<ul style="list-style-type: none"> Capitalize the days of the week, the months of the year, and the pronoun I. 	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—p. 24
<ul style="list-style-type: none"> Form regular plural nouns orally by adding /s/ or /es/. 	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Inflectional Ending -s—TE p. 145
<ul style="list-style-type: none"> Use interrogatives to ask questions. 	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (use question mark when asking a question)—TE pp. 145, 181, 193, 231, 317, 367
Skills to be implemented but not yet mastered are as follows:	
<ul style="list-style-type: none"> Capitalize proper nouns. 	<p>See Level A/Grade 1</p> <p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (capitalize proper nouns/proper names)—TE pp. 131, 219, 291, 305, 419
<ul style="list-style-type: none"> Form and use simple verb tenses for regular verbs by adding the affix -ed. 	<p>See Level A/Grade 1</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Inflectional Ending -ed—p. 131 Inflectional Ending -ing and -ed—p. 189 Inflectional Endings (-ed)—p. 375 Inflectional Endings (-ed)—p. 405
<ul style="list-style-type: none"> Use possessives. 	<p>See Level A/Grade 1</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Possessives—p. 89
<ul style="list-style-type: none"> Use subject-verb agreement in simple sentences. 	<p>Subject-verb agreement is modeled in simple sentences found in reading selections and practice exercises throughout the program.</p>
Clarification 2: See Convention Progression by Grade Level for more information.	

COMMUNICATION

■ ELA.K.C.4 Researching

Researching and Using Information

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.4.1: Recall information to answer a question about a single topic.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (recall information from text)—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

■ ELA.K.C.5 Creating and Collaborating

Multimedia

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Sound Sort/Word Sort</p> <ul style="list-style-type: none"> • Open Sort/Closed Sort—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, 358, 370, 382 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (draw a picture/write about the picture)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p>Student Book Letter Cards and Word Cards</p> <ul style="list-style-type: none"> • Picture Cards, Word Cards, Letter Cards—pp. 387–397 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write (use drawings when writing a response to the story)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Learning Center</p> <ul style="list-style-type: none"> • Draw and Write (draw a picture for the word/partner guesses word based on the picture)—TE pp. 24, 226, 382
<p>Benchmark Clarifications: Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.</p>	

VOCABULARY

■ ELA.K.V.1 Finding Meaning

Academic Vocabulary

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>Children recognize and use grade-level academic vocabulary featured in teacher call-and-response activities throughout the program (such as sort, high-frequency words, blending, and segmenting).</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Sound Sort/Word Sort</p> <ul style="list-style-type: none"> • Open Sort/Closed Sort—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, 358, 370, 382 <p>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>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending—TE pp. 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
<p>Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>	

Morphology

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (ask and answer questions about unfamiliar words in the text/does the word make sense in the sentence?)—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

VOCABULARY

■ ELA.K.V.1 Finding Meaning

Context and Connotation

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Sound Sort/Word Sort</p> <ul style="list-style-type: none"> • Open Sort/Closed Sort (match picture cards to words/discuss ways to sort words/sort words)—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, 358, 370, 382 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Check and Discuss (review picture names/words in each sort category)—pp. TE pp. 16, 31, 32, 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
<p>Benchmark Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships.</p>	