

From Phonics to Reading

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade K



KEY ALIGNED CONTENT

Literacy Foundations

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Literacy Foundations

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Key Aligned Content

LITERACY FOUNDATIONS

Concepts of Print

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>8. Demonstrate understanding of the organization and basic features of printed materials.</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"> ◦ Sentences (groups of words are organized in sentences) ◦ Basic Features of Print (specific directionality/organizational features of print) • Print Concepts Assessment/What Can You Do with the Assessment Results?
<p>a. Recognize and demonstrate that print conveys meaning.</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 <ul style="list-style-type: none"> ◦ Call attention to words and letters on signs. • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Understand that print carries meaning. ◦ Understand the different purposes for print.
<p>b. With prompting and support, explain the roles of the author and illustrator of a text.</p>	<p>Related content</p> <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (find details in text and illustrations to support answers)—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>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 (show author’s and illustrator’s names)
<p>c. Track print, moving left to right and top to bottom 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 style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Concepts of Print

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<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"> ◦ 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</p> <p>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>d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p>	<p>TEACHER’S EDITION</p> <p>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>e. Point to words using one-to-one correspondence, noting that words are separated by spaces.</p>	<p>TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify Words in Spoken Sentences (recognize/count words in the sentence)—TE pp. 24, 38, 52, 66 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (use spaces between words to know where one word ends and another begins)—TE pp. 119, 157, 219, 269, 331 • Understanding How Sentences Work (count the words in the sentence)—TE pp. 26, 40, 54, 68, 269, 331 <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"> ◦ Words and Space (point out spaces between one word and the next/model clapping for each word in a sentence) ◦ Sentences (groups of words are organized in sentences) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the difference between a word and a sentence.

LITERACY FOUNDATIONS

Concepts of Print

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>f. Distinguish letters from words within sentences.</p>	<p><u>TEACHER’S EDITION</u> Print Concepts</p> <ul style="list-style-type: none"> • About Me (use letters of the alphabet to write words)—TE p. 13 <p><u>ONLINE RESOURCES</u> 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 (difference between a letter and a word)—p. 1 ◦ Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> ◦ Words and Spaces (difference between a single letter and a word made up of one or more letters) • 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.
<p>g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.</p>	<p><u>STUDENT BOOK/TEACHER’S EDITION</u> 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>Independent Practice</p> <ul style="list-style-type: none"> • Read and Write (say and circle the first letter of each picture name then write the letter)—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, 359, 371, 383 <p><u>TEACHER’S EDITION</u> 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 style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Concepts of Print

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<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>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 ◦ 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>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.</p>	<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—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. Count the number of words in a spoken sentence.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify Words in Spoken Sentences (recognize and count words in the sentence)—TE pp. 24, 38, 52, 66 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (count the words in the sentence)—TE pp. 26, 40, 54, 68, 269, 331 <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 (point out spaces between one word and the next/model clapping for each word in a sentence) ◦ Sentences (groups of words are organized in sentences) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the difference between a word and a sentence.
<p>b. Recognize alliterative spoken words.</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. 291, 299, 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"> ◦ Task Type 1: Rhyme and Alliteration <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

KINDERGARTEN CONTENT 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 1: Rhyme and Alliteration—p. 2
<p>c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p>	<p>TEACHER'S EDITION</p> <p>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/Alliteration—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287, 291, 337 <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 (rhyme)—pp. 15–18 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <ul style="list-style-type: none"> Task Type 1: Rhyme and Alliteration Task Type 2: Oddity Tasks (categorization) <ol style="list-style-type: none"> Rhyme (rhyming/non-rhyming pairs) <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>b. Count, blend, and segment syllables in spoken words, including compound words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Say/Say It—pp. 14, 23 Learn and Blend/Blend It—pp. 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>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Clap Syllables—TE pp. 11, 28 Blend Syllables—TE pp. 14, 30, 61 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 Clap and Count Syllables—TE pp. 72, 75 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<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>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Say It—TE p. 17, 19, 24, 28 • Blend It—TE pp. 38, 52, 66, 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 <p>Dictation</p> <p>Think and Write (model segmenting each words)—TE pp. 29, 43, 57, 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> <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 ◦ Blending—pp. 19–22 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending ◦ Video: Phonological Awareness (oral segmentation) • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral blending, oral segmentation) <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 3: Oral Blending—p. 3 <ol style="list-style-type: none"> 1. Syllables (Say the syllables in a word and have students put them together, as in “ta . . . ble.”) ◦ Activity Type 4: Oral Segmentation—p. 3 <ol style="list-style-type: none"> 1. Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”) <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Blend It <p>Related content</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ 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

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>b. Blend and segment onsets and rimes of single-syllable spoken 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. ◦ 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>c. Identify the initial, final, and medial sounds 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 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Task Type 2: Oddity Tasks (categorization) <ol style="list-style-type: none"> 2. Beginning consonants 3. Ending consonants 4. Medial sounds (short vowels) 5. Medial sounds (long vowels) 6. Medial sounds (consonants) <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

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Say/Say It—pp. 14, 23 • Learn and Blend/Blend It—pp. 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>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Say/Say It—TE pp. 14, 23 • Learn and Blend/Blend It—TE pp. 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>Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11, 28 • Blend Syllables—TE pp. 14, 30, 61 • 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 • Clap and Count Syllables—TE pp. 72, 75 • 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>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Say It—TE p. 17, 19, 24, 28 • Blend It—TE pp. 38, 52, 66, 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 <p>Dictation</p> <p>Think and Write (model segmenting each words)—TE pp. 29, 43, 57, 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> <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 ◦ Blending—pp. 19–22 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending ◦ Video: Phonological Awareness (oral segmentation) • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral blending, oral segmentation) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

KINDERGARTEN CONTENT 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 3: Oral Blending—p. 3 Activity Type 4: Oral Segmentation—p. 3 <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> Blend It <p>Related content</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> 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>h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.</p> <p><i>Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)</i></p> <p><i>Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Sound Sort</p> <ul style="list-style-type: none"> Sort It Out—pp. 44 (Ss/Mm), 58 (Ss/Tt), 72 (Pp/Tt), 86 (Mm/Nn), 110 (Cc/Pp), 122 (Ff/Tt), 134 (Dd/Tt), 148 (Cc/Hh), 172 (Ff/Rr), 184 (Bb/Dd), 196 (Ll/Rr), 210 (Hh/Kk), 234 (Gg/Kk), 246 (Hh/Ww), 258 (Gg/Xx), 272(Ff/Vv), 296 (Gg/Jj), 308 (Qu/Ww), 320 (Jj/Yy), 334 (sort words with Ss and Zz beginning sounds)

Phonics

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.</p>	
<p>a. Produce the most frequent sound(s) for each consonant, including <i>x</i> and <i>q</i>, which have two phonemes (sounds).</p> <p><i>Examples: x= /ks/ and q=/kw/</i></p>	<p>Lessons</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> Lesson 3 Ss—pp. 35–48 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> Lesson 8 Cc—pp. 103–114 Lesson 10 Dd—pp. 127–138 <p><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>Unit 4 Short e</p> <ul style="list-style-type: none"> • Lesson 18 Gg—pp. 227-238 • Lesson 20 Xx—pp. 251-262 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> • Lesson 24 Qu—pp. 301-312 • Lesson 25 Yy—pp. 313-324 <p>Lesson Activities</p> <p>TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It—pp. 37, 103 (/k/ is sometimes spelled with the letter c), 127, 227, 251 (/ks/ is sometimes spelled with the letter x), 301, 313 <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Sound Transfer—TE pp. 37, 103, 127, 227, 251, 301, 313 <p>Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s (-s ending sometimes makes the /z/ sound)—TE pp. 95, 145, 231, 305 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s (-s ending sometimes makes the /z/ sound)—TE pp. 231, 243 • Word Study: Plural Nouns with -s (-s ending sometimes makes the /z/ sound)—TE pp. 181, 293 <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 ○ Lesson 2: Tt, Dd ○ Lesson 6: Short o, Cc ○ Lesson 7: Rr, Gg ○ Lesson 11: Yy, Zz ○ Lesson 12: Xx, Qq
<p>b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.</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 style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Phonics

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<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 <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: Short i, Pp Lesson 6: Short o, Cc Lesson 8: Short u, Ww Lesson 10: Short e, Vv
<p>c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>In isolation</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It (decode consonant-vowel-consonant/CVC words in isolation)—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>In decodable text</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book (decode consonant-vowel-consonant/CVC words in decodable text)—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>d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> 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

LITERACY FOUNDATIONS

Phonics

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> • Lesson 29 Final e (a_e)—pp. 363–374 • Lesson 30 Final e (o_e, i_e)—pp. 375–386
<p>f. With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.</p> <p><i>Examples: pups, cats, pigs, dogs</i></p> <p><i>Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.</i></p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—TE pp. 145, 231, 305 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE pp. 145, 231, 305
<p>g. With prompting and support, produce the most frequent sound for digraphs <i>ck, sh, th, ch, wh, ng</i>, and combination <i>qu</i>, making the connection that a two-letter grapheme can represent one phoneme (sound).</p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Ending -ck (back, pack, sick, tick)—TE p. 107 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Ending -ck—TE p. 107 <p>See also representative modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Learn and Blend—pp. 91 (itch); 103 (sick, sack, pack); 165 (rock); 203 (kick, sick, lock, rock); 301 (quit, quick, kick); 339 (pack, sock) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book—pp. 117–119 (fish); 155–156 (this); 167–168 (bush, chair); 205–206 (rock, socks); 279–280 (ducks, stuck, luck) <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11 (teacher); 28 (lunch, snack, sandwich, cracker) • Recognize and Produce Rhyme—TE pp. 120 (fish); 258 (quick); 261 (lock, sock, peck, pack) • Isolate Beginning and Ending Sounds—TE p. 101 (pick) • Isolate Beginning, Medial, and Ending Sounds—TE pp. 113 (duck, sack, pick); 125 (king, rush, thud)
<p>h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.</p> <p><i>Example: mat/sat, pan/pat, tip/top</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Trace, Write, and Build (write/build with letter cards similarly spelled words with phonemes and graphemes that differ)—pp. 29, 43, 57, 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

LITERACY FOUNDATIONS

Phonics

KINDERGARTEN CONTENT STANDARDS

- i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
- Examples: am, at, get, like, make, that, this, me, she, be*
- Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS® heart word strategy*

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

STUDENT BOOK/TEACHER'S EDITION

High-Frequency Words

- **Read-Spell-Write/Use in Context**—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

Cumulative Review

- **Build Fluency** (use high-frequency 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

TEACHER'S EDITION

High-Frequency Words

- [Day 1/Day 2] **Read-Spell-Write**—TE pp. 24-25, 38-39, 52-53, 66-67, 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
- [Day 2] **Review/Extend**—TE pp. 81, 93, 105-106, 117-118, 129-130, 143, 155, 167-168, 179-180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377-378
- [Day 3] **Review/Extend/Use in Context**—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** (read completed sentence frames)—TE pp. 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

ONLINE RESOURCES

Professional Development

- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **High-Frequency Words**—pp. 31-34
- **High Impact Routines by Wiley Blevins**
 - **Video: High-Frequency Words**

continued

LITERACY FOUNDATIONS

Phonics

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<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/Next Steps—p. 1 ◦ Forms <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Kindergarten)—p. 2 ◦ High-Frequency Word Assessment: Student Form (Kindergarten)—p. 3

Fluency

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.</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 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</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 style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<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>12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.</p> <p><i>Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.</i></p> <p><i>Note : This will help students with alphabetical order requirements in future grades and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Alphabet</p> <ul style="list-style-type: none"> • Letter Sequence (connect the dots)—pp. 10, 22 • Lowercase Letters (sing the “Alphabet Song”)—p. 21 <p>Introduction</p> <ul style="list-style-type: none"> • Daily Practice: Sing It (sing the “Alphabet Song”)—pp. 14, 23, 51, 65 <p>TEACHER’S EDITION</p> <p>Alphabet Sequence</p> <ul style="list-style-type: none"> • Letter Sequence (letters in the alphabet have a certain order/ sing the “Alphabet Song”)—TE pp. 10, 22 <p>Alphabet Recognition/Review</p> <ul style="list-style-type: none"> • Sing the “Alphabet Song”—TE pp. 9, 26, 40 • Cumulative Quick Check (sing or recite letters of the alphabet)—TE pp. 21, 35 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Informal Assessment (sing the “Alphabet Song”)—TE pp. 11, 35 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>13. With prompting and support, recognize and name digraphs <i>ck, sh, th, ch, wh, ng</i>, and combination <i>qu</i>.</p>	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (sing the “Alphabet Song”)—TE pp. 12, 19 • Alphabet Review (say or sing the alphabet)—TE pp. 28, 42, 44, 70 • Spell Words (sing the letters on the alphabet strip)—TE p. 56 <p>TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Ending -ck—TE pp. 107, 207 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Ending -ck—TE p. 107 <p>See representative modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend—pp. 91 (itch); 103 (sick, sack, pack); 165 (rock); 203 (kick, sick, lock, rock); 301 (quit, quick, kick); 339 (pack, sock) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book—pp. 117–119 (fish); 155–156 (this); 167–168 (bush, chair); 205–206 (rock, socks); 279–280 (ducks, stuck, luck) <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11 (teacher); 28 (lunch, snack, sandwich, cracker) • Recognize and Produce Rhyme—TE pp. 120 (fish); 258 (quick); 261 (lock, sock, peck, pack) • Isolate Beginning and Ending Sounds—TE p. 101 (pick) • Isolate Beginning, Medial, and Ending Sounds—TE pp. 113 (duck, sack, pick); 125 (king, rush, thud) <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound): Step 3: Guided Practice (use sound boxes for short-vowel word with consonant blends and digraphs)—p. 6 ◦ Oral Blending Routine (Onset/Rime): Step 2: Model (progress to words beginning with consonant blends or digraphs)—p. 8 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>See also Level A/Grade 1 (digraphs formally introduced in Grade 1)</p> <p>STUDENT BOOK/TEACHER'S EDITION Unit 2 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> • Lesson 9 Digraphs sh, th—pp. 123–136 • Lesson 10 Digraphs ch, tch, wh—pp. 137–150 • Lesson 11 Digraphs ng, nk—pp. 151–164
<p>14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book (apply understanding of phoneme-grapheme correspondences to decode words in context)—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>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (apply previously learned phoneme-grapheme correspondences to decode words out of context)—TE pp. 21, 36, 50, 64, 78, 94, 108, 122, 136, 150, 164, 180, 194, 210, 224, 238, 252, 266, 280, 296, 310, 324, 338, 352, 366, 380, 394, 410, 424, 438 <p>ONLINE RESOURCES Cumulative Assessments</p> <ul style="list-style-type: none"> • Fluency Check (each lesson)
<p>15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—"My ABC Book," pp. 11-12; "I Can," pp. 25-26; "Sam," pp. 39-40; "Sam Sat," pp. 53-54; "I Like," pp. 67-68; "What Is It?" pp. 81-82; "Big and Little," pp. 93-94; "Good Cat," pp. 105-106; "Can It Fit?" pp. 117-118; "Dan and Dad," pp. 129-130; "Hats," pp. 143-144; "What Is This?" pp. 155-156; "Uh-oh!" pp. 167-168; "Good or Bad?" pp. 179-180; "Up and Down," pp. 191-192; "Run, Kim!" pp. 205-206; "Ten Little Men," pp. 217-218; "Where Am I?" pp. 229-230; "We Will Win!" pp. 241-242; "Six Boxes," pp. 253-254; "The Best Vet," pp. 267-268; "The Bus," pp. 279-280; "What Will Jan Do?" pp. 291-292; "Quick, Quick, Quick!" pp. 303-304; "Yes!" pp. 315-316; "Zig, Zag, Buzz!" pp. 329-330; "Lots of Fun," pp. 341-342; "We Play," pp. 353-354; "The Hat," pp. 365-366; "The Bike Ride," pp. 377-378 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

KINDERGARTEN CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

TEACHER'S EDITION

Read Connected Text

- Take-Home Book

- **First Read (Read Together)** (chorally read aloud/use corrective feedback)—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

Read Children's Books

 (emergent-reader texts/trade books that reinforce newly learned skills)

- **Unit 1**—TE pp. 7 and 8: *Millions of Cats* by Wanda Gag; *Martha the Movie Mouse* by Arnold Lobel; *The Singing Man* by Angela Shelf Medearis; *Who Took the Farmer's Hat?* by Joan L. Nodser; *Juan Tuza and the Magic Pouch* by Francisco X. Mora
- **Unit 2**—TE pp. 77 and 78: *Call for Mr. Sniff* by Thomas P. Lewis; *Noisy Nora* by Rosemary Wells; *Kitten Can* by Bruce McMillan; *Four Famished Foxes and Fosdyke* by Pamela Duncan Edwards; *Dad's Dinosaur Day* by Diane Dawson Hearn
- **Unit 3**—TE pp. 139 and 140: *Fox in Socks* by Dr. Seuss; *Hot Hippo* by Mwenye Hadithi; *Rain* by Robert Kalan; *Bear's Bargain* by Frank Asch; *Lambs for Dinner* by Betsy and Giulio Maestro
- **Unit 4**—TE pp. 201 and 202: *Kisses* by Alice McLerran; *Hester the Jester* by Ben Shecter; *Go, Dog, Go!* by Phil Eastman; *A Weekend with Wendell* by Kevin Henkes; *Fix It* by David McPhail
- **Unit 5**—TE pp. 263 and 264: *A Valentine for Ms. Vanilla* by Fred Ehrlich; *The Ugly Duckling retold* by Lillian Moore; *Norma Jean, Jumping Bean* by Joanna Cole; *The Queen's Cat* by Margaret Mahy; *Yellow Ball* by Molly Bang
- **Unit 6**—TE pp. 325 and 326: *Mrs. Toggle's Zipper* by Robin Pulver; *Drummer Hoff* by Barbara Emberley; *No Fighting, No Biting!* by Else E. Minarik; *The Bravest Flute* by Ann Grifalconi; *Chicken Soup With Rice* by Maurice Sendak

ONLINE RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - Decodable Texts—pp. 23–26
- High-Impact Routines by Wiley Blevins
 - Video: Decodable Texts

Instructional Resources

- Student Fluency Report (each unit)

continued

LITERACY FOUNDATIONS

Fluency

KINDERGARTEN CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Cumulative Assessments

- Fluency Check

Fluency

- Teacher’s Guide to Fluency
 - What Is Fluency?
 - Supporting Fluency Development
- From Fluency to Comprehension: Routines and Minilessons
 - Level K—pp. 3–7
 - Repeated Reading Fluency Routine
 - Fluency Minilessons (one minilesson per unit)—1. Model Fluency (general introduction)/*Assess Fluency (wcpm); 2. Introduce the Repeated Reading Fluency Routine; 3. Fluency: Pauses Between Words; 4. Echo Read; 5. Choral Read; 6. Model Fluency: Return Sweep Eye Movements; 7. Model Fluency: Intonation (end punctuation); 8. Echo Read; 9. Choral Read; 10. 2-Minute Drills; 11. Reader’s Theater; 12. Model Fluency: Pauses Between Words; 13. Audiobook Modeling; 14. Model Fluency: Intonation (end punctuation); 15. Echo Read/*Assess Fluency (wcpm); 16. Choral Read; 17. Oral Reading Model; 18. Model Fluency: Return Sweep Eye Movements; 19. Model Fluency: Intonation (end punctuation); 20. Oral Recitation Lesson; 21. Paired Repeated Readings; 22. 2-Minute Drills; 23. Reader’s Theater; 24. Model Fluency (general); 25. Oral Recitation; 26. Audiobook Modeling; 27. Model Fluency: Intonation (end punctuation); 28. Paired Repeated Readings; 29. 2-Minute Drills; 30. *Assess Fluency (wcpm)

Additional Aligned Content

LITERACY FOUNDATIONS

Oral Language

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
<p>1. Actively listen and speak using agreed-upon rules for discussion, with guidance and support.</p> <p>a. Use speech that is understandable with only grade-appropriate errors.</p>	<p>Children actively listen and speak as they participate in teacher-supervised call and response activities in each lesson.</p> <p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <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
<p>b. Use word endings to indicate plurals, possessives, and verb tenses in speech.</p> <p><i>Examples: dogs, brother's shirt, jumped</i></p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—TE pp. 145, 231, 305 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE pp. 145, 231, 305
<p>c. Use age-appropriate irregular plurals in conversation.</p> <p><i>Examples: foot/feet, tooth/teeth, mouse/mice</i></p>	<p>N/A</p>
<p>d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.</p>	<p>Children listen to others, take turns speaking, and work respectfully with others in discussions, as modeled and monitored by the teacher.</p>
<p>2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Daily Practice: Build Fluency (read to a partner)/Spell It (partners say and write each word)—pp. 9, 21, 35, 49, 63, 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>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (read finished sentences to a partner)—TE pp. 24, 38, 52, 66, 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 <p>TEACHER'S EDITION Learning Center</p> <ul style="list-style-type: none"> • Work with partners—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 <p style="text-align: right;"><i>continued</i></p>

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	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread Take-Home Book with a partner)—TE pp. 12, 19, 25, 33, 39, 47, 53, 61, 67, 74, 75, 82, 89, 94, 101, 106, 113, 118, 125, 130, 137, 144, 151, 156, 163, 168, 175, 180, 187, 192, 199, 206, 213, 218, 225, 230, 237, 242, 249, 254, 261, 268, 275, 280, 287, 292, 299, 304, 311, 316, 323, 330, 337, 342, 349, 354, 361, 366, 373, 378, 385 • Reread Connected Text (reread Take-Home Book with a partner)—TE pp. 13, 26, 40, 54, 68, 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>Sound Sort</p> <ul style="list-style-type: none"> • Open Sort (discuss with partners ways to sort words)—TE 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 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Second Read/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 <p>Writing Extension</p> <ul style="list-style-type: none"> • Draw About It (share drawings with partners, get feedback, revise as needed)—TE pp. 19, 33 • Write About It (get feedback from partners, revise as needed)—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 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write (say each sentence to a partner)—TE pp. 24, 38, 52, 66, 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 <p>Word Sort</p> <ul style="list-style-type: none"> • Open Sort (discuss with partners ways to sort the words)—TE pp. 346, 358, 370, 382
<p>3. Actively participate in teacher-led choral and shared reading experiences.</p> <p><i>Examples: reciting nursery rhymes, songs, poems, stories</i></p>	<p>Children participate in teacher-led choral and shared reading experiences in every lesson.</p>

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<p>4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.</p> <p><i>Example: Use interrogatives who, what, where, when, why, and how to ask questions.</i></p>	<p>TEACHER'S EDITION Read Connected Text</p> <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
<p>5. With guidance and support, present information orally, using complete sentences in correct word order.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss answers to comprehension questions/children are directed 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
<p>a. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss feelings)—TE pp. 106, 118, 130, 168, 366
<p>b. Describe people, places, things, and events with relevant details in a story with three to five events.</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 166 (under) <p>TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family: Practice with the Take-Home Book (describe the book to parents/family members)—TE pp. 7, 77, 139, 201, 263, 325 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Second Read/Retell and Write (retell story to a partner)—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>6. Uses spatial and temporal concepts correctly.</p> <p><i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last</i></p> <p><i>Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.</i></p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 166 (under) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book—pp. 191–192 (up/down), 205–206 (under) <p>Word Building</p> <ul style="list-style-type: none"> • Trace, Write, and Build—pp. 171 (under), 195 (up/down) <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency—pp. 198 (up)

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7. Restate and follow one- and two-step directions.	Children listen to, follow, and share with partners multi-step directions for activities throughout the program.

Vocabulary

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	<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 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 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
18. Identify new meanings for familiar words and apply them accurately. <i>Example: multiple meaning words such as duck, run, and bat</i>	N/A
19. Ask and answer questions about unfamiliar words in discussions and/or text.	<p>TEACHER'S EDITION 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 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

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Vocabulary

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<p>a. Describe the relationship between words, including relating them to synonyms and antonyms.</p>	<p>N/A</p>
<p>20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.</p> <p><i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>TEACHER'S EDITION Sound Sort/Word Sort</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>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Instructional Guides <ul style="list-style-type: none"> ◦ Multisensory/Multimodal Instruction: The Latest Research <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home • Sort It Out
<p>21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss answers to comprehension questions/children are directed 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 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (prompt children to expand on one sentence by adding details or combining two ideas using <i>and</i>)—TE pp. 81, 93, 105-106, 117-118, 129-130, 143, 155, 167-168, 179-180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377-378
<p>a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.</p>	<p>Children see correct usage of nouns, verbs, and adjectives in context in the Take-Home Books. They have the opportunity to use these words in in several lesson activities, including Dictation: Listen and Spell; Cumulative Review: Build Fluency; and Writing Extension: Write About It.</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>See also modeling</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (identify word as a noun or verb)—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>b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Draw About It—p. 33 • Write About It (write and draw pictures to describe story/information presented in text)—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

Comprehension

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<p>22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <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
<p>23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.</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>24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book (identify stories/literary text)—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

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<p>25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (use title and pictures to predict what the text will be about)—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>26. With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (use title and pictures to predict what the text will be about)—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>27. Identify and describe the main story elements in a literary text.</p> <p>a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss characters and events of the story)—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>28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (predict what the story will be about noting details in the picture and 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
<p>29. With prompting and support, identify the main topic and key details in an informational text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss main topic and key details of the story)—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>30. With prompting and support, ask and answer questions about key details in literary and informational texts.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss key details of the story)—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>31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.</p>	<p>TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family: Read Connected Text (reread Take-Home Book multiple times)—TE pp. 7, 77, 139, 201, 263, 325 <p style="text-align: right;"><i>continued</i></p>

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	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread Take-Home Book with a partner)—TE pp. 12, 19, 25, 33, 39, 47, 53, 61, 67, 74, 75, 82, 89, 94, 101, 106, 113, 118, 125, 130, 137, 144, 151, 156, 163, 168, 175, 180, 187, 192, 199, 206, 213, 218, 225, 230, 237, 242, 249, 254, 261, 268, 275, 280, 287, 292, 299, 304, 311, 316, 323, 330, 337, 342, 349, 354, 361, 366, 373, 378, 385 <p>Home-School Connection</p> <ul style="list-style-type: none"> • Build Fluency (reread Take-Home Book with a partner)—TE pp. 46, 54, 68, 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"> • Take-Home Book (children reread lesson Take-Home Book to themselves)—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
32. With prompting and support, compare and contrast two texts.	
a. Distinguish between literary texts and informational texts.	N/A
b. Compare and contrast the experiences of characters in a literary text.	N/A
c. Compare and contrast two informational texts on the same topic.	N/A

Writing

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33. Express ideas orally and connect these ideas through drawing and emergent writing.	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Daily Practice: 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

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<p>34. Print legibly, using proper pencil grip.</p> <p>a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement.</p> <p>b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.</p> <p><i>Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation. Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus</i></p> <p>c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>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>TEACHER'S EDITION</p> <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>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>ONLINE RESOURCES</p> <p>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 ○ 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>35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p>	
<p>a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).</p> <p><i>Examples: /b/=b, /m/=m, /k/=k, c, -ck</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Building</p> <ul style="list-style-type: none"> • Trace, Write, and Build (children spell words aloud as they trace, write, and build them with letter cards)—pp. 29, 43, 57, 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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Writing

KINDERGARTEN CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN
	<p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell—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>Introduction</p> <ul style="list-style-type: none"> • Spell It—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>TEACHER’S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (connect each sound with its spelling)—TE pp. 29, 43, 45, 57, 59, 71, 73, 85, 87, 97, 99, 109, 111, 121, 123, 133, 135, 147, 149, 159, 161, 171, 173, 183, 185, 195, 197, 209, 211, 221, 223, 233, 235, 245, 247, 257, 259, 271, 273, 283, 285, 295, 297, 307, 309, 319, 321, 333, 335, 345, 347, 357, 359, 369, 371, 381, 383 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Spell Words (write five words with partner/self-correct)—TE pp. 56, 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
<p>b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.</p> <p><i>Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel</i></p>	<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 VC and 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 VC and CVC words)—TE pp. 73, 87, 99, 111, 123, 135, 149, <p style="text-align: right;"><i>continued</i></p>

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Writing

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	<p>161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Blend It (model blending VC and 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>c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. <i>Examples: am, at, can, he, we, be, in, it, came, like</i></p> <p>d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. <i>Example: In s aid, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</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>TEACHER'S EDITION</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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	<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"> ◦ 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>36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.</p>	
<p>a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell—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>TEACHER’S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (transcribe spoken words)—TE pp. 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383
<p>b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.</p>	<p>Children compose sentences in several lesson activities, including Dictation: Listen and Spell; Cumulative Review: Build Fluency; and Writing Extension: Write About It.</p>
<p>c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.</p>	<p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (identify word as a noun or verb)—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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<p>d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dictation • Listen and Spell—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> <p>TEACHER'S EDITION Dictation • Listen and Spell (transcribe spoken words)—TE pp. 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383</p>
<p>e. With prompting and support, begin each sentence with a capital letter.</p>	<p>TEACHER'S EDITION Print Concepts • Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243</p>
<p>f. With prompting and support, capitalize the pronoun / and names of individuals.</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words • Read-Spell-Write/Use in Context (capitalize the pronoun /)—p. 24</p>
<p>g. With prompting and support, recognize, name, and correctly use end punctuation. <i>Examples: period, question mark, exclamation mark</i></p>	<p>TEACHER'S EDITION Print Concepts • Understanding How Sentences Work (end punctuation)—TE pp. 145, 181, 193, 231, 281, 317, 355, 367</p> <p>ONLINE RESOURCES Print Concepts • 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"> ◦ Sentences (sentences end with punctuation marks like periods, question marks, and exclamation marks) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify punctuation marks and understand their purpose. </p>
<p>37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p>	
<p>a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension • Draw About It (share drawings with partners/get feedback)—pp. 19, 33</p>

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<p>b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction <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 ONLINE RESOURCES Print Concepts <ul style="list-style-type: none"> • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Understand that stories have a beginning, middle, and end. </p>
<p>c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.</p>	<p>TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (express opinions/preferences/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>
<p>d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension <ul style="list-style-type: none"> • Draw About It—p. 33 • Write About It (write and draw pictures to describe story/information presented in text)—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 TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell story to a partner 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>
<p>e. With prompting and support, compose writing for varied purposes and audiences, across different genres.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction <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 Writing Extension <ul style="list-style-type: none"> • Draw About It—p. 33 • Write About It (write and draw pictures to describe story/information presented in text)—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>

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<p>38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.</p> <p><i>Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.</i></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 (draw and write about the Take-Home book text/get feedback from partners/revise as needed)—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>39. Participate in shared research and writing projects to answer a question or describe a topic.</p>	
<p>a. Include information recalled from personal experiences in research and writing projects.</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
<p>b. Gather information from provided sources for research and writing projects.</p>	<p>Related content</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>40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.</p>	<p>Related content</p> <p>TEACHER'S EDITION Learning Center</p> <ul style="list-style-type: none"> • Computer games/digital tools/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