

# From Phonics to Reading

Correlation to the Indiana Academic Standards  
English Language Arts

**Grade K**



## KEY ALIGNED CONTENT

### Reading: Foundations

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| Phonics.....                | 8  |
| Fluency.....                | 12 |

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| Reading: Vocabulary.....    | 18 |
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## Key Aligned Content

### READING: FOUNDATIONS

#### Print Concepts

| KINDERGARTEN ELA STANDARDS                                                                                                   | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>K.RF.2.1</b> Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p> | <p><b>TEACHER'S EDITION</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (read left to right, top to bottom)—TE pp. 83, 85, 94–95</li> </ul> <p><b>ONLINE RESOURCES</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher's Guide to Print Concepts</b> <ul style="list-style-type: none"> <li>◦ <b>Supporting Instruction of Print Concepts</b>—pp. 1–2                             <ul style="list-style-type: none"> <li>◦ <b>Basic Features of Print</b> (read left to right, top to bottom, page by page/return sweep to correctly find the next line of text)</li> </ul> </li> </ul> </li> <li>• <b>Print Concepts Assessment/What Can You Do with the Assessment Results?</b> <ul style="list-style-type: none"> <li>◦ <b>Understand that text is read from left to right and top to bottom on a page.</b></li> </ul> </li> </ul> <p>Related content</p> <p><b>TEACHER'S EDITION</b><br/> <b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (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</li> </ul> |
| <p><b>K.RF.2.2</b> Recognize that written words are made up of sequences of letters.</p>                                     | <p><b>TEACHER'S EDITION</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>About Me</b> (use letters of the alphabet to write words)—TE p. 13</li> <li>• <b>Understanding How Sentences Work</b> (words are separated by spaces)—TE pp. 26, 40, 54, 68, 119, 157, 219, 269, 331</li> </ul> <p><b>ONLINE RESOURCES</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher's Guide to Print Concepts</b> <ul style="list-style-type: none"> <li>◦ <b>Supporting Instruction of Print Concepts</b>—pp. 1–2                             <ul style="list-style-type: none"> <li>◦ <b>Words and Spaces</b> (difference between a single letter and a word made up of more than one letter)</li> </ul> </li> </ul> </li> <li>• <b>Print Concepts Assessment/What Can You Do with the Assessment Results?</b> <ul style="list-style-type: none"> <li>◦ <b>Identify the difference between a letter and a word.</b></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                          |

**READING: FOUNDATIONS**

**Print Concepts**

| KINDERGARTEN ELA STANDARDS                                                                              | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>K.RF.2.3</b> Recognize that words are combined to form sentences.</p>                             | <p><b>TEACHER'S EDITION</b><br/> <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• <b>Identify Words in Spoken Sentences</b> (recognize/count words in the sentence)—TE pp. 24, 38, 52, 66</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (count the words in the sentence)—TE pp. 26, 40, 54, 68, 269, 331</li> </ul> <p><b>ONLINE RESOURCES</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher's Guide to Print Concepts</b> <ul style="list-style-type: none"> <li>◦ <b>Supporting Instruction of Print Concepts</b>—pp. 1-2                             <ul style="list-style-type: none"> <li>◦ <b>Words and Space</b> (point out spaces between one word and the next/model clapping for each word in a sentence)</li> <li>◦ <b>Sentences</b> (groups of words are organized in sentences)</li> </ul> </li> </ul> </li> <li>• <b>Print Concepts Assessment/What Can You Do with the Assessment Results?</b> <ul style="list-style-type: none"> <li>◦ <b>Identify the difference between a word and a sentence.</b></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                         |
| <p><b>K.RF.2.4</b> Identify and name all uppercase (capital) and lowercase letters of the alphabet.</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b><br/> <b>Alphabet</b></p> <ul style="list-style-type: none"> <li>• <b>My ABC Book</b> (uppercase letters)—pp. 11-12</li> <li>• <b>About Me</b> (name begins with uppercase letter)—p. 13</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• <b>Trace and Write</b> (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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• <b>Uppercase Letters</b>—p. 18</li> </ul> <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>• <b>Lowercase Letters</b>—p. 21</li> <li>• <b>Uppercase and Lowercase Letters</b>—pp. 35-36</li> <li>• <b>Match Uppercase and Lowercase Letters</b>—pp. 49-50, 63-64</li> </ul> <p><b>TEACHER'S EDITION</b><br/> <b>Alphabet Recognition</b></p> <ul style="list-style-type: none"> <li>• <b>Uppercase Letters</b>—TE pp. 9-10</li> <li>• <b>Lowercase Letters</b>—TE p. 21</li> <li>• <b>Review Uppercase Letters</b>—TE p. 26</li> <li>• <b>Uppercase and Lowercase Letters</b>—TE pp. 35-36</li> <li>• <b>Match Uppercase and Lowercase Letters</b>—TE pp. 49-50, 54, 63-64, 68</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Alphabet Corner</b>—TE pp. 10, 22</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

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## READING: FOUNDATIONS

### Print Concepts

| KINDERGARTEN ELA STANDARDS | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                            | <p><b>Read Connected Text</b> (My ABC Book)</p> <ul style="list-style-type: none"> <li>• First Read (Read Together)—TE p. 12</li> </ul> <p><b>Print Concepts</b> (My ABC Book)</p> <ul style="list-style-type: none"> <li>• About Me—TE p. 13</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• Uppercase Letters—TE p. 18</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• Alphabet Review—TE pp. 30, 44, 72</li> <li>• Alphabet Concentration—TE p. 50</li> <li>• Alphabet Match Up—TE p. 58</li> <li>• Alphabet “Go Fish!”—TE p. 64</li> </ul> <p><b>Alphabet Review</b></p> <ul style="list-style-type: none"> <li>• Identify Lowercase Letters—TE p. 40</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Guide to Print Concepts                             <ul style="list-style-type: none"> <li>◦ Supporting Instruction of Print Concepts—pp. 1–2                                     <ul style="list-style-type: none"> <li>◦ <b>Alphabet Recognition</b> (identify all upper- and lowercase letters/distinguish numbers from letters/use magnets, letter cards, or other manipulatives to practice alphabet recognition)</li> </ul> </li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Letter-Name and Letter-Sound Assessments</li> </ul> |

### Phonological Awareness

| KINDERGARTEN ELA STANDARDS                                 | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>K.RF.3.1</b> Identify and produce rhyming words.</p> | <p><b>TEACHER’S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96</li> <li>• Alliteration—TE pp. 44, 249</li> <li>• Recognize and Produce Rhyme/Alliteration—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287, 291, 337</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Phonological Awareness (rhyme)—pp. 15–18</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Phonological Awareness                                     <ul style="list-style-type: none"> <li>◦ Rhyme</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |

**READING: FOUNDATIONS**

**Phonological Awareness**

| KINDERGARTEN ELA STANDARDS                                                        | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                   | <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• <b>Phonological Awareness Scope and Sequence Rationale</b> <ul style="list-style-type: none"> <li>◦ <b>Five Basic Types of Activities</b> <ul style="list-style-type: none"> <li>◦ <b>Activity Type 1: Rhyme and Alliteration</b>—p. 2</li> <li>◦ <b>Activity Type 2: Oddity Tasks (rhyme)</b>—p. 3</li> </ul> </li> </ul> </li> <li>• <b>Modeling the Tasks</b> <ul style="list-style-type: none"> <li>◦ <b>Rhyme Routine</b>—p. 4</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>K.RF.3.2</b> Orally pronounce, blend, and segment words into syllables.</p> | <p><b>STUDENT BOOK/TEACHER’S EDITION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Say/Say It</b>—pp. 14, 23</li> <li>• <b>Learn and Blend/Blend It</b>—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</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Say/Say It</b>—TE pp. 14, 23</li> <li>• <b>Learn and Blend/Blend It</b>—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</li> </ul> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• <b>Clap Syllables</b>—TE pp. 11, 28</li> <li>• <b>Blend Syllables</b>—TE pp. 14, 30, 61</li> <li>• <b>Oral Blending</b>—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</li> <li>• <b>Clap and Count Syllables</b>—TE pp. 72, 75</li> <li>• <b>Oral Segmentation</b>—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</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• <b>Say It</b>—TE p. 17, 19, 24, 28</li> <li>• <b>Blend It</b>—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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (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</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

**READING: FOUNDATIONS**

**Phonological Awareness**

| KINDERGARTEN ELA STANDARDS                                                                                            | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                       | <p><b>ONLINE RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Phonological Awareness—pp. 15-18</li> <li>◦ Blending—pp. 19-22</li> </ul> </li> </ul> </li> <li>• High-Impact Routines by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Blending</li> <li>◦ Video: Phonological Awareness (oral segmentation)</li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Phonological Awareness (oral blending, oral segmentation)</li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>◦ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>◦ Activity Type 3: Oral Blending—p. 3                                             <ol style="list-style-type: none"> <li>1. Syllables (Say the syllables in a word and have students put them together, as in “ta . . . ble.”)</li> </ol> </li> <li>◦ Activity Type 4: Oral Segmentation—p. 3                                             <ol style="list-style-type: none"> <li>1. Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”)</li> </ol> </li> </ul> </li> </ul> </li> </ul> <p><b>Interactive Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• Blend It</li> </ul> <p>Related content</p> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>◦ Modeling the Tasks                                     <ul style="list-style-type: none"> <li>◦ Oral Blending Routine (Sound by Sound)—p. 5</li> <li>◦ Oral Segmentation Routine (Sound by Sound)—pp. 6-7</li> </ul> </li> </ul> </li> </ul> |
| <p><b>K.RF.3.3</b> Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.</p> | <p><b>TEACHER’S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Oral Blending (onset and rime)—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177</li> <li>• Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>◦ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>◦ Activity Type 3: Oral Blending—p. 3                                             <ol style="list-style-type: none"> <li>2. Onset and rime</li> </ol> </li> <li>◦ Activity Type 4: Oral Segmentation—p. 3                                             <ol style="list-style-type: none"> <li>2. Onset and rime</li> </ol> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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**READING: FOUNDATIONS**

**Phonological Awareness**

| KINDERGARTEN ELA STANDARDS                                                                                                                               | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>K.RF.3.4</b> Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.</p> | <ul style="list-style-type: none"> <li>○ Modeling the Tasks                             <ul style="list-style-type: none"> <li>○ Oral Blending Routine (Onset/Rime)—p. 8</li> <li>○ Oral Segmentation Routine (Onset/Rime)—p. 9</li> </ul> </li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Isolate Beginning Sounds—TE p. 42, 49, 58</li> <li>• Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101</li> <li>• 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</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>○ Phonological Awareness (Oddity Tasks)—pp. 15-18</li> </ul> </li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>○ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>○ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>○ Video: Phonological Awareness                                     <ul style="list-style-type: none"> <li>○ Oddity Tasks</li> </ul> </li> </ul> </li> </ul> |
| <p><b>K.RF.3.5</b> Add, delete, or substitute sounds to change one-syllable words.</p>                                                                   | <p><b>TEACHER’S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Phonemic Manipulation: Add Sounds and Syllables—TE pp. 344, 346, 356, 358, 368, 370, 380, 382</li> <li>• Phonemic Manipulation: Delete Syllables—TE pp. 349, 361</li> <li>• Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>○ Phonological Awareness (Phonemic Manipulation)—pp. 15-18</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>○ Video: Phonological Awareness                                     <ul style="list-style-type: none"> <li>○ Phonemic Manipulation</li> </ul> </li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>○ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>○ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)—p. 3</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>                                                                                                                                                                                                                           |

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## READING: FOUNDATIONS

### Phonological Awareness

| KINDERGARTEN ELA STANDARDS | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                     |
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|                            | <ul style="list-style-type: none"> <li>○ Modeling the Tasks                             <ul style="list-style-type: none"> <li>○ Phonemic Manipulation Routine (Substitution)—p. 10</li> <li>○ Phonemic Manipulation Routine (Addition)—p. 11</li> <li>○ Phonemic Manipulation Routine (Deletion)—p. 12</li> </ul> </li> </ul> |

### Phonics

| KINDERGARTEN ELA STANDARDS                                                                                                     | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>K.RF.4.1</b> Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 1 Short a</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Mm—pp. 9–20</li> <li>• Lesson 3 Ss—pp. 35–48</li> <li>• Lesson 4 Tt—pp. 49–62</li> <li>• Lesson 5 Pp—pp. 63–76</li> </ul> <p><b>Unit 2 Short i</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Nn—pp. 79–90</li> <li>• Lesson 8 Cc—pp. 103–114</li> <li>• Lesson 9 Ff—pp. 115–126</li> <li>• Lesson 10 Dd—pp. 127–138</li> </ul> <p><b>Unit 3 Short o</b></p> <ul style="list-style-type: none"> <li>• Lesson 11 Hh—pp. 141–152</li> <li>• Lesson 13 Rr—pp. 165–176</li> <li>• Lesson 14 Bb—pp. 177–188</li> <li>• Lesson 15 Ll—pp. 189–200</li> </ul> <p><b>Unit 4 Short e</b></p> <ul style="list-style-type: none"> <li>• Lesson 16 Kk—pp. 203–214</li> <li>• Lesson 18 Gg—pp. 227–238</li> <li>• Lesson 19 Ww—pp. 239–250</li> <li>• Lesson 20 Xx—pp. 251–262</li> </ul> <p><b>Unit 5 Short u</b></p> <ul style="list-style-type: none"> <li>• Lesson 21 Vv—pp. 265–276</li> <li>• Lesson 23 Jj—pp. 289–300</li> <li>• Lesson 24 Qu—pp. 301–312</li> <li>• Lesson 25 Yy—pp. 313–324</li> </ul> <p><b>Unit 6 Introduction to Long Vowels</b></p> <ul style="list-style-type: none"> <li>• Lesson 26 Zz—pp. 327–338</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>ABC Express Add-on Practice and Application Activities</b></p> <ul style="list-style-type: none"> <li>• Instructional Resources                             <ul style="list-style-type: none"> <li>○ Lesson 1: Ss</li> <li>○ Lesson 2: Tt, Dd</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |



**READING: FOUNDATIONS**

**Phonics**

| KINDERGARTEN ELA STANDARDS                                                            | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                       | <ul style="list-style-type: none"> <li>○ Lesson 3: Short i, Pp</li> <li>○ Lesson 4: Ff, Hh</li> <li>○ Lesson 5: Ll, Bb</li> <li>○ Lesson 6: Short o, Cc</li> <li>○ Lesson 7: Rr, Gg</li> <li>○ Lesson 8: Short u, Ww</li> <li>○ Lesson 9: Jj, Kk</li> <li>○ Lesson 10: Short e, Vv</li> <li>○ Lesson 11: Yy, Zz</li> <li>○ Lesson 12: Xx, Qq</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>K.RF.4.2</b> Blend consonant-vowel-consonant (CVC) sounds to make words.</p>    | <p><b>STUDENT BOOK/TEACHER'S EDITION</b><br/><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Blend/Blend It</b> (blend consonant-vowel-consonant/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</li> </ul> |
| <p><b>K.RF.4.3</b> Recognize the long and short sounds for the five major vowels.</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 1 Short a</b></p> <ul style="list-style-type: none"> <li>• Lesson 2 Short a—pp. 21–34</li> </ul> <p><b>Unit 2 Short i</b></p> <ul style="list-style-type: none"> <li>• Lesson 7 Short i—pp. 91–102</li> </ul> <p><b>Unit 3 Short o</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 Short o—pp. 153–164</li> </ul> <p><b>Unit 4 Short e</b></p> <ul style="list-style-type: none"> <li>• Lesson 17 Short e—pp. 215–226</li> </ul> <p><b>Unit 5 Short u</b></p> <ul style="list-style-type: none"> <li>• Lesson 22 Short u—pp. 277–288</li> </ul> <p><b>Unit 6 Introduction to Long Vowels</b></p> <ul style="list-style-type: none"> <li>• Lesson 27 Short Vowel Review—pp. 339–350</li> <li>• Lesson 28 Single Letter Long Vowels e, i, o—pp. 351–362</li> <li>• Lesson 29 Final e (a_e)—pp. 363–374</li> <li>• Lesson 30 Final e (o_e, i_e)—pp. 375–386</li> </ul> <p style="text-align: right;"><i>continued</i></p>                                                      |

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**READING: FOUNDATIONS**

**Phonics**

| KINDERGARTEN ELA STANDARDS                                                      | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                 | <p><b>ONLINE RESOURCES</b><br/> <b>ABC Express Add-on Practice and Application Activities</b></p> <ul style="list-style-type: none"> <li>• Instructional Resources                             <ul style="list-style-type: none"> <li>○ Lesson 3: Short i, Pp</li> <li>○ Lesson 6: Short o, Cc</li> <li>○ Lesson 8: Short u, Ww</li> <li>○ Lesson 10: Short e, Vv</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>K.RF.4.4</b> Read common high-frequency words by sight (e.g., a, my).</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b><br/> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write/Use in Context</b>—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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (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</li> </ul> <p><b>TEACHER'S EDITION</b><br/> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• [Day 1/Day 2] <b>Read-Spell-Write</b>—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</li> <li>• [Day 2] <b>Review/Extend</b>—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</li> <li>• [Day 3] <b>Review/Extend/Use in Context</b>—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</li> <li>• [Day 5] <b>Build Fluency: Review</b> (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</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

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**READING: FOUNDATIONS**

**Phonics**

| KINDERGARTEN ELA STANDARDS                                                                                                         | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                    | <p><b>ONLINE RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ High-Frequency Words—pp. 31–34</li> </ul> </li> </ul> </li> <li>• High Impact Routines by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: High-Frequency Words</li> </ul> </li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Guide to High-Frequency Words                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ High-Frequency Words—pp. 31–34</li> </ul> </li> </ul> </li> <li>• High-Frequency Word Assessments                             <ul style="list-style-type: none"> <li>◦ Directions/Next Steps—p. 1</li> <li>◦ Forms                                     <ul style="list-style-type: none"> <li>◦ High-Frequency Word Assessment: Teacher Form (Kindergarten)—p. 2</li> <li>◦ High-Frequency Word Assessment: Student Form (Kindergarten)—p. 3</li> </ul> </li> </ul> </li> </ul>                                                                                              |
| <p><b>K.RF.4.5</b> Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.</p> | <p><b>STUDENT BOOK/TEACHER’S EDITION</b></p> <p><b>Sound Sort</b></p> <ul style="list-style-type: none"> <li>• Sort It Out—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</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• Sort It Out—pp. 346, 358, 370, 382</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Sound Sort</b></p> <ul style="list-style-type: none"> <li>• Open Sort/Closed Sort/Check and (say each picture name with children/discuss with partners ways to sort words/sort words by similarities, including beginning sound)—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</li> </ul> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Oral Blending (onset and rime)—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177</li> <li>• Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• Open Sort/Closed Sort/Check and (say each word with children/discuss with partners ways to sort words/sort words by similarities, including sound and spelling)—TE pp. 346–347, 358–359, 370–371, 382–383</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

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## READING: FOUNDATIONS

### Phonics

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                                                                                                 | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                            | <p><b>ONLINE RESOURCES</b><br/><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>◦ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>◦ Activity Type 3: Oral Blending—p. 3                                             <ul style="list-style-type: none"> <li>2. Onset and rime</li> </ul> </li> <li>◦ Activity Type 4: Oral Segmentation—p. 3                                             <ul style="list-style-type: none"> <li>2. Onset and rime</li> </ul> </li> </ul> </li> <li>◦ Modeling the Tasks                                     <ul style="list-style-type: none"> <li>◦ Oral Blending Routine (Onset/Rime)—p. 8</li> <li>◦ Oral Segmentation Routine (Onset/Rime)—p. 9</li> </ul> </li> </ul> </li> </ul> |
| <p><b>K.RF.4.6</b> Standard begins at first grade.</p> <p><i>1.RF.4.6: Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

### Fluency

| KINDERGARTEN ELA STANDARDS                                                                                                                  | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>K.RF.5</b> Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Take-Home Book                             <ul style="list-style-type: none"> <li>◦ First Read (Read Together) (chorally read aloud/use corrective feedback)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106,</li> </ul> </li> </ul> |

## READING: FOUNDATIONS

### Fluency

| KINDERGARTEN ELA STANDARDS | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                            | <p>118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378</p> <p><b>Read Children’s Books</b> (emergent-reader texts/trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b>—TE pp. 7 and 8: <i>Millions of Cats</i> by Wanda Gag; <i>Martha the Movie Mouse</i> by Arnold Lobel; <i>The Singing Man</i> by Angela Shelf Medearis; <i>Who Took the Farmer’s Hat?</i> by Joan L. Nodser; <i>Juan Tuza and the Magic Pouch</i> by Francisco X. Mora</li> <li>• <b>Unit 2</b>—TE pp. 77 and 78: <i>Call for Mr. Sniff</i> by Thomas P. Lewis; <i>Noisy Nora</i> by Rosemary Wells; <i>Kitten Can</i> by Bruce McMillan; <i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan Edwards; <i>Dad’s Dinosaur Day</i> by Diane Dawson Hearn</li> <li>• <b>Unit 3</b>—TE pp. 139 and 140: <i>Fox in Socks</i> by Dr. Seuss; <i>Hot Hippo</i> by Mwenye Hadithi; <i>Rain</i> by Robert Kalan; <i>Bear’s Bargain</i> by Frank Asch; <i>Lambs for Dinner</i> by Betsy and Giulio Maestro</li> <li>• <b>Unit 4</b>—TE pp. 201 and 202: <i>Kisses</i> by Alice McLerran; <i>Hester the Jester</i> by Ben Shecter; <i>Go, Dog, Go!</i> by Phil Eastman; <i>A Weekend with Wendell</i> by Kevin Henkes; <i>Fix It</i> by David McPhail</li> <li>• <b>Unit 5</b>—TE pp. 263 and 264: <i>A Valentine for Ms. Vanilla</i> by Fred Ehrlich; <i>The Ugly Duckling retold</i> by Lillian Moore; <i>Norma Jean, Jumping Bean</i> by Joanna Cole; <i>The Queen’s Cat</i> by Margaret Mahy; <i>Yellow Ball</i> by Molly Bang</li> <li>• <b>Unit 6</b>—TE pp. 325 and 326: <i>Mrs. Toggle’s Zipper</i> by Robin Pulver; <i>Drummer Hoff</i> by Barbara Emberley; <i>No Fighting, No Biting!</i> by Else E. Minarik; <i>The Bravest Flute</i> by Ann Grifalconi; <i>Chicken Soup With Rice</i> by Maurice Sendak</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                     <ul style="list-style-type: none"> <li>◦ Decodable Texts—pp. 23–26</li> </ul> </li> </ul> </li> <li>• High-Impact Routines by Wiley Blevins             <ul style="list-style-type: none"> <li>◦ Video: Decodable Texts</li> </ul> </li> </ul> <p><b>Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• Student Fluency Report (each unit)</li> </ul> <p><b>Cumulative Assessments</b></p> <ul style="list-style-type: none"> <li>• Fluency Check (each lesson)</li> </ul> <p><b>Interactive Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• Decodable Passage (each lesson)</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

**READING: FOUNDATIONS**

**Fluency**

| KINDERGARTEN ELA STANDARDS | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                            | <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher’s Guide to Fluency</b> <ul style="list-style-type: none"> <li>○ <b>What Is Fluency?</b></li> <li>○ <b>Supporting Fluency Development</b></li> </ul> </li> <li>• <b>From Fluency to Comprehension: Routines and Minilessons</b> <ul style="list-style-type: none"> <li>○ <b>Level K—pp. 3-7</b> <ul style="list-style-type: none"> <li>◦ <b>Repeated Reading Fluency Routine</b></li> <li>◦ <b>Fluency Minilessons</b> (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)</li> </ul> </li> </ul> </li> </ul> |

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## Additional Aligned Content

### READING: LITERATURE

#### Key Ideas and Textual Support

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                      | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>K.RL.2.1</b> With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p> | <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (ask and answer questions about main topics and key details)—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</li> </ul>                   |
| <p><b>K.RL.2.2</b> With support, retell familiar stories, poems, and nursery rhymes, including key details.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>          | <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Retell and Write</b>—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</li> </ul>                                                                                      |
| <p><b>K.RL.2.3</b> Identify important elements of the text (e.g., characters, settings, or events).</p>                                                                                                         | <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (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</li> </ul>                                   |
| <p><b>K.RL.2.4</b> Make predictions about what will happen in a story.</p>                                                                                                                                      | <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Preview and Predict</b> (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</li> </ul> |

#### Structural Elements and Organization

| KINDERGARTEN ELA STANDARDS                                                                                       | FROM PHONICS TO READING, LEVEL K / GRADE K |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p><b>K.RL.3.1</b> Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> | <p>N/A</p>                                 |

## READING: LITERATURE

### Structural Elements and Organization

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                 | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>K.RL.3.2</b> With support, define the role of the author and illustrator of a story in telling the story.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p> | <p>Related content</p> <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (find details in text or 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</li> </ul> |

### Connection of Ideas

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                         | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>K.RL.4.1</b> With support, describe the relationship between illustrations and the story in which they appear.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>    | <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Preview and Predict</b> (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</li> <li>• <b>Take-Home Book: Check Comprehension</b> (find details in text or 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</li> </ul> |
| <p><b>K.RL.4.2</b> With support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p> | <p>N/A</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## READING: NONFICTION

### Key Ideas and Textual Support

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                                | FROM PHONICS TO READING, LEVEL K / GRADE K |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p><b>K.RN.2.1</b> With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p> | <p>N/A</p>                                 |



## READING: NONFICTION

### Key Ideas and Textual Support

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                                      | FROM PHONICS TO READING, LEVEL K / GRADE K |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p><b>K.RN.2.2</b> With support, retell the main idea and key details of a text.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>                                                     | N/A                                        |
| <p><b>K.RN.2.3</b> With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p> | N/A                                        |

### Structural Elements and Organization

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                      | FROM PHONICS TO READING, LEVEL K / GRADE K |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p><b>K.RN.3.1</b> Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.</p> | N/A                                        |
| <p><b>K.RN.3.2</b> Recognize that a nonfiction text can be structured to describe a topic.</p>                                                                                                  | N/A                                        |
| <p><b>K.RN.3.3</b> Standard begins at second grade.</p> <p><i>2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</i></p>                                     |                                            |

### Connection of Ideas

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                    | FROM PHONICS TO READING, LEVEL K / GRADE K |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p><b>K.RN.4.1</b> With support, identify the reasons an author gives to support points in a text.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p> | N/A                                        |

## READING: NONFICTION

### Connection of Ideas

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                      | FROM PHONICS TO READING, LEVEL K / GRADE K |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p><b>K.RN.4.2</b> With support, identify basic similarities in and differences between two texts on the same topic.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p> | N/A                                        |
| <p><b>K.RN.4.3</b> Standard begins at sixth grade:</p> <p><i>6.RN.4.3: Compare and contrast one author’s presentation of events with that of another.</i></p>                                                   |                                            |

## READING: VOCABULARY

### Vocabulary Building

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                                                                     | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>K.RV.2.1</b> Standard begins at first grade.</p> <p><i>1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>K.RV.2.2</b> Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).</p>                                                                                                                                                | <p><b>STUDENT BOOK/TEACHER’S EDITION</b><br/><b>Sound Sort/Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Open Sort/Closed Sort</b> (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</li> </ul> <p><b>TEACHER’S EDITION</b><br/><b>Sound Sort/Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Check and Discuss</b> (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</li> </ul> |
| <p><b>K.RV.2.3</b> Standard begins at sixth grade.</p> <p><i>6.RV.2.3: Distinguish among the connotations of words with similar denotations</i></p>                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## READING: VOCABULARY

### Vocabulary Building

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                              | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                          |
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| <b>K.RV.2.4</b> Recognize frequently occurring inflections (e.g., look, looks).                                                                                                                         | <b>TEACHER'S EDITION</b><br><b>Word Study</b> <ul style="list-style-type: none"> <li>• Inflectional Ending -s—TE p. 95, 145, 231, 305</li> </ul> <b>Teacher Table: Intervention</b> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE pp. 95, 145, 231, 305</li> </ul> |
| <b>K.RV.2.5</b> Standard begins at second grade.<br><i>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</i> |                                                                                                                                                                                                                                                                                                     |

### Vocabulary in Literature and Nonfiction Texts

| KINDERGARTEN ELA STANDARDS                                                                                       | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                            |
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| <b>K.RV.3.1</b> With support, ask and answer questions about unknown words in stories, poems, or songs.          | <b>TEACHER'S EDITION</b><br><b>Read Connected Text</b><br><b>Take-Home Book: First Read (Read Together)</b> (point to each word/provide corrective feedback for difficult words)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 |
| <b>K.RV.3.2</b> With support, ask and answer questions about unknown words in a nonfiction text.                 | N/A                                                                                                                                                                                                                                                                                                                                   |
| <b>K.RV.3.3</b> Standard begins at third grade.<br><i>3.RV.3.3: Recognize the meanings of idioms in context.</i> |                                                                                                                                                                                                                                                                                                                                       |

## WRITING

### Handwriting

| KINDERGARTEN ELA STANDARDS                                                                                                                   | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                |
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| <b>K.W.2.1</b> Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. | <b>STUDENT BOOK/TEACHER'S EDITION</b><br><b>Handwriting</b> <ul style="list-style-type: none"> <li>• <b>Trace and Write</b> (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</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

**WRITING**

**Handwriting**

| KINDERGARTEN ELA STANDARDS                                                  | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                             | <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>• <b>Match Uppercase and Lowercase Letters</b> (write lowercase letters)—pp. 63–64</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• <b>Trace and Write</b> (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</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Address Fine Motor Skills</b> (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Letter Formation</b></p> <ul style="list-style-type: none"> <li>• <b>Letter Formation Instruction</b> <ul style="list-style-type: none"> <li>○ Pencil Grip—p. 1</li> <li>○ Posture—p. 2</li> <li>○ Spacing—p. 3</li> <li>○ Strokes—p. 3</li> <li>○ General Tips—p. 4</li> <li>○ Letter Formation Guide—pp. 5–8</li> <li>○ Level K (Kindergarten) Handwriting Scope and Sequence—pp. 9–11</li> </ul> </li> </ul> <p><b>Letter Formation Chart</b><br/><b>Letter Formation Practice</b><br/><b>Letter Formation Assessment</b></p> |
| <p><b>K.W.2.2</b> Write by moving from left to right and top to bottom.</p> | <p><b>TEACHER’S EDITION</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (left to right, top to bottom)—TE pp. 83, 85, 94–95</li> </ul> <p><b>ONLINE RESOURCES</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher’s Guide to Print Concepts</b> <ul style="list-style-type: none"> <li>○ <b>Supporting Instruction of Print Concepts</b>—pp. 1–2                             <ul style="list-style-type: none"> <li>○ <b>Basic Features of Print</b> (left to right, top to bottom, page by page)</li> </ul> </li> </ul> </li> <li>• <b>Print Concepts Assessment/What Can You Do with the Assessment Results?</b> <ul style="list-style-type: none"> <li>○ Understand that text is read from left to right and top to bottom on a page.</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>                                                                                                                                                                                                                                                                                                             |

## WRITING

### Handwriting

| KINDERGARTEN ELA STANDARDS | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                   |
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|                            | Related content<br><b>TEACHER'S EDITION</b><br><b>Dictation</b> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (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</li> </ul> |

### Writing Genres

| KINDERGARTEN ELA STANDARDS                                                                                                        | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>K.W.3.1</b> Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action. | Related content<br><b>TEACHER'S EDITION</b><br><b>Read Connected Text</b> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>K.W.3.2</b> Use words and pictures to develop a main idea and provide some information about a topic.                          | <b>STUDENT BOOK/TEACHER'S EDITION</b><br><b>Writing Extension</b> <ul style="list-style-type: none"> <li>• <b>Draw About It</b>—p. 33</li> <li>• <b>Write About It</b> (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</li> </ul> <b>TEACHER'S EDITION</b><br><b>Read Connected Text</b> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Retell and Write</b> (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</li> </ul> |
| <b>K.W.3.3</b> Use words and pictures to narrate a single event or simple story, arranging ideas in order.                        | <b>STUDENT BOOK/TEACHER'S EDITION</b><br><b>Introduction</b> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (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</li> </ul> <p style="text-align: right;"><i>continued</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## WRITING

### Writing Genres

| KINDERGARTEN ELA STANDARDS | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                       |
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|                            | <p><b>ONLINE RESOURCES</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Print Concepts Assessment/What Can You Do with the Assessment Results?                             <ul style="list-style-type: none"> <li>○ Understand that stories have a beginning, middle, and end.</li> </ul> </li> </ul> |

### The Writing Process

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                    | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>K.W.4</b> Apply the writing process to –</p>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>a. With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b><br/> <b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Draw About It</b> (share drawings with partners/get feedback)—pp. 19, 33</li> <li>• <b>Write About It</b> (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</li> </ul> |
| <p>b. Use available technology to produce and publish writing.</p>                                                                                                                                            | <p>Related content</p> <p><b>TEACHER'S EDITION</b><br/> <b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Computer games/digital tools/apps</b>—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</li> </ul>                                                                                                                                                      |

### The Research Process

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                                           | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>K.W.5</b> With support, build understanding of a topic using various sources.</p> <p>a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</p> | <p>Related content</p> <p><b>TEACHER'S EDITION</b><br/> <b>Unit Opener</b></p> <ul style="list-style-type: none"> <li>• <b>Read Children's Books</b> (visit a bookstore or library to find children's literature/library books that apply specific phonics skills)—TE pp. 7 &amp; 8, 77 &amp; 78, 139 &amp; 140, 201 &amp; 202, 263 &amp; 263, 325 &amp; 326</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

**WRITING**

**Conventions of Standard English**

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                             | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>3.W.6.1</b> Demonstrate command of English grammar and usage, focusing on:</p>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>K.W.6.1a Nouns/Pronouns</b> – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p>                                                                        | <p>Children see correct usage of singular and plural nouns in context in the Take-Home Books. They have the opportunity to write sentences with singular and plural nouns in several lesson activities, including Dictation: Listen and Spell; Cumulative Review: Build Fluency; and Writing Extension: Write About It.</p> <p>See also modeling</p> <p><b>TEACHER’S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: First Read (Read Together)</b> (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</li> </ul> |
| <p><b>K.W.6.1b Verbs</b> – Writing sentences that include verbs.</p>                                                                                                                                   | <p>Children see correct usage of verbs in context in the Take-Home Books. They have the opportunity to write sentences with verbs in several lesson activities, including Dictation: Listen and Spell; Cumulative Review: Build Fluency; and Writing Extension: Write About It.</p> <p>See also modeling</p> <p><b>TEACHER’S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: First Read (Read Together)</b> (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</li> </ul>                                         |
| <p><b>K.W.6.1c Adjectives/ Adverbs</b> – Standard begins at second grade.</p> <p><i>2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs</i></p>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>K.W.6.1d Prepositions</b> – Standard begins at fourth grade.</p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**WRITING**

**Conventions of Standard English**

| KINDERGARTEN ELA STANDARDS                                                                                                                                        | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>K.W.6.1e Usage</b> – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).</p> | <p><b>TEACHER’S EDITION</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (end punctuation identifies different kinds of sentences: period for a telling sentence, question mark for a question, exclamation point for an exclamation)—TE pp. 145, 181, 193, 231, 317, 367</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>K.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>K.W.6.2a Capitalization</b> – Capitalizing the first word in a sentence and the pronoun I.</p>                                                              | <p><b>TEACHER’S EDITION</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243 (names and / use uppercase letters)</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (uppercase / is also the word I)—TE p. 29</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>K.W.6.2b Punctuation</b> – Recognizing and naming end punctuation.</p>                                                                                      | <p><b>TEACHER’S EDITION</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (end punctuation)—TE pp. 145, 181, 193, 231, 281, 317, 355, 367</li> </ul> <p><b>ONLINE RESOURCES</b><br/> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher’s Guide to Print Concepts</b> <ul style="list-style-type: none"> <li>◦ <b>Supporting Instruction of Print Concepts</b>—pp. 1-2                             <ul style="list-style-type: none"> <li>◦ <b>Sentences</b> (sentences end with punctuation marks like periods, question marks, and exclamation marks)</li> </ul> </li> </ul> </li> <li>• <b>Print Concepts Assessment/What Can You Do with the Assessment Results?</b> <ul style="list-style-type: none"> <li>◦ <b>Identify punctuation marks and understand their purpose.</b></li> </ul> </li> </ul>                          |
| <p><b>K.W.6.2c Spelling</b> – Spelling simple words phonetically, drawing on phonemic awareness.</p>                                                              | <p><b>STUDENT BOOK/TEACHER’S EDITION</b><br/> <b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Trace, Write, and Build</b> (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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Listen and Spell</b>—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</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Spell It</b>—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</li> </ul> <p style="text-align: right;"><i>continued</i></p> |



## WRITING

### Conventions of Standard English

| KINDERGARTEN ELA STANDARDS | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                            | <p><b>TEACHER'S EDITION</b></p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (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</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Spell Words</b> (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</li> </ul> |

## SPEAKING AND LISTENING

### Discussion and Collaboration

| KINDERGARTEN ELA STANDARDS                                                                                                                                   | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>K.SL.2.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Daily Practice: Build Fluency</b> (read to a partner)/<b>Spell It</b> (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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Use in Context</b> (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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Work with partners</b>—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</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (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</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

## SPEAKING AND LISTENING

### Discussion and Collaboration

| KINDERGARTEN ELA STANDARDS                                                                                                                                  | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                                             | <ul style="list-style-type: none"> <li>• <b>Reread Connected Text</b> (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</li> </ul> <p><b>Sound Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Open Sort</b> (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</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Second Read/Retell and Write</b> (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</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Draw About It</b> (share drawings with partners, get feedback, revise as needed)—TE pp. 19, 33</li> <li>• <b>Write About It</b> (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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write</b> (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</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Open Sort</b> (discuss with partners ways to sort the words)—TE pp. 346, 358, 370, 382</li> </ul> |
| <p><b>K.SL.2.2</b> Standard begins in third grade.</p> <p><i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>K.SL.2.3</b> Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.</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><b>K.SL.2.4</b> Ask questions to seek help, get information, or clarify something that is not understood.</p>                                            | <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## SPEAKING AND LISTENING

### Discussion and Collaboration

| KINDERGARTEN ELA STANDARDS                                                 | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                     |
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| <p><b>K.SL.2.5</b> Continue a conversation through multiple exchanges.</p> | <p>Children develop conversation skills as they participate in the interactive learning activities throughout the program.</p> |

### Comprehension

| KINDERGARTEN ELA STANDARDS                                                                                                                     | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                          |
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| <p><b>K.SL.3.1</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (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</li> </ul> |
| <p><b>K.SL.3.2</b> Ask appropriate questions about what a speaker says.</p>                                                                    | <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (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</li> </ul> |

### Presentation of Knowledge and Ideas

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                  | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>K.SL.4.1</b> Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.</p> | <p><b>STUDENT BOOK/TEACHER'S EDITION</b><br/><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Daily Practice: Sing It</b> (sing the "Alphabet Song")—pp. 14, 23, 51, 65</li> </ul> <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>• <b>Lowercase Letters</b> (sing the "Alphabet Song")—p. 21</li> </ul> <p><b>TEACHER'S EDITION</b><br/><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (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</li> <li>• <b>Second Read/Retell and Write</b> (retell story to a partner)—TE pp. 16 (sing the alphabet), 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</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

## SPEAKING AND LISTENING

### Presentation of Knowledge and Ideas

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                                             | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                        | <p><b>Alphabet Recognition/Review</b></p> <ul style="list-style-type: none"> <li>• Sing the “Alphabet Song”—TE pp. 9, 26, 40</li> <li>• Cumulative Quick Check (sing or recite letters of the alphabet)—TE pp. 21, 35</li> </ul> <p><b>Alphabet Sequence</b></p> <ul style="list-style-type: none"> <li>• Lowercase Letters/Letter Sequence (sing the “Alphabet Song”)—TE p. 22</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Informal Assessment (sing the “Alphabet Song”)—TE pp. 11, 35</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• Build Fluency (sing the “Alphabet Song”)—TE pp. 12, 19</li> <li>• Alphabet Review (say or sing the alphabet)—TE pp. 28, 42, 44, 70</li> <li>• Spell Words (sing the letters on the alphabet strip)—TE p. 56</li> </ul> |
| <p><b>K.SL.4.2</b> Standard begins in first grade.</p> <p><i>1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>K.SL.4.3</b> Give, restate, and follow simple two-step directions.</p>                                                                                                                                           | <p>Children listen to, follow, and share with partners multi-step directions for activities throughout the program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## MEDIA LITERACY

### Media Literacy

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                   | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>3.ML.4.1</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.</p> | <p><b>ONLINE RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Instructional Guides                             <ul style="list-style-type: none"> <li>○ Multisensory/Multimodal Instruction: The Latest Research</li> </ul> </li> </ul> <p><b>Interactive Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• Video: Using Interactive Instructional Resources at Home</li> <li>• Blend It</li> <li>• Sort It Out</li> <li>• Think and Write</li> <li>• Word Building</li> <li>• Take-Home Book</li> </ul> <p style="text-align: right;"><i>continued</i></p> |

**MEDIA LITERACY**

**Media Literacy**

| KINDERGARTEN ELA STANDARDS                                                                                                                                                                      | FROM PHONICS TO READING, LEVEL K / GRADE K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                 | <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher’s Guide to Print Concepts</b> <ul style="list-style-type: none"> <li>○ <b>What Are Print Concepts</b>—p. 1                             <ul style="list-style-type: none"> <li>○ Call attention to words and letters on signs.</li> </ul> </li> </ul> </li> <li>• <b>Print Concepts Assessment/What Can You Do with the Assessment Results?</b> <ul style="list-style-type: none"> <li>○ Understand that print carries meaning.</li> <li>○ Understand the different purposes for print.</li> </ul> </li> </ul> |
| <p><b>3.ML.2.2</b> Standard begins in fifth grade.</p> <p><i>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |