

From Phonics to Reading

Correlation to the 2020 Colorado Academic Standards in Reading, Writing, and Communicating

Grade K



Key Aligned Content

Standard 2. Reading for All Purposes

3. Develop basic reading skills through the use of foundational skills.	2
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Additional Aligned Content

Standard 1. Oral Expression and Listening.	15
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Key Aligned Content

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Develop basic reading skills through the use of foundational skills.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p><i>Students Can:</i></p> <p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1) *</p>	
<p>i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (left to right, top to bottom)—TE pp. 83, 85, 94–95 <p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> Basic Features of Print (read left to right, top to bottom, page by page/return sweep to correctly find the next line of text) Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> Understand that text is read from left to right and top to bottom on a page. <p>Related content</p> <p>TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> Think and Write (read/segment words left to right)—TE pp. 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381
<p>ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) *</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> About Me (use letters of the alphabet to write words)—TE p. 13 Understanding How Sentences Work (words are separated by spaces)—TE pp. 26, 40, 54, 68, 119, 157, 219, 269, 331 <p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> Words and Spaces (difference between a single letter and a word made up of more than one letter) Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> Identify the difference between a letter and a word.

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Evidence Outcomes	From Phonics to Reading, Kindergarten
<p>iii. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)*</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Alphabet</p> <ul style="list-style-type: none"> • My ABC Book (uppercase letters)—pp. 11-12 • About Me (name begins with uppercase letters)—p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—p. 18 <p>Alphabet</p> <ul style="list-style-type: none"> • Lowercase Letters—p. 21 • Uppercase and Lowercase Letters—pp. 35-36 • Match Uppercase and Lowercase Letters—pp. 49-50, 63-64 <p><u>TEACHER'S EDITION</u></p> <p>Alphabet Recognition</p> <ul style="list-style-type: none"> • Uppercase Letters—TE pp. 9-10 • Lowercase Letters—TE p. 21 • Review Uppercase Letters—TE p. 26 • Uppercase and Lowercase Letters—TE pp. 35-36 • Match Uppercase and Lowercase Letters—TE pp. 49-50, 54, 63-64, 68 <p>Learning Center</p> <ul style="list-style-type: none"> • Alphabet Corner—TE pp. 10, 22 <p>Read Connected Text (My ABC Book)</p> <ul style="list-style-type: none"> • First Read (Read Together)—TE p. 12 <p>Print Concepts (My ABC Book)</p> <ul style="list-style-type: none"> • About Me—TE p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters)—TE pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—TE p. 18 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Alphabet Review—TE pp. 30, 44, 72 • Alphabet Concentration—TE p. 50 • Alphabet Match Up—TE p. 58 • Alphabet "Go Fish!"—TE p. 64 <p style="text-align: right;"><i>continued</i></p>

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Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>Alphabet Review</p> <ul style="list-style-type: none"> Identify Lowercase Letters—TE p. 40 <p>DIGITAL RESOURCES</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Alphabet Recognition (identify all upper- and lowercase letters/distinguish numbers from letters/ use magnets, letter cards, or other manipulatives to practice alphabet recognition) <p>Assessment</p> <ul style="list-style-type: none"> Letter-Name and Letter-Sound Assessments
<p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)</p>	
<p>i. Recognize and produce rhyming words. (CCSS: RF.K.2a) *</p>	<p>TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96 Recognize and Produce Rhyme—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287 Recognize and Produce Rhyme and Alliteration—TE pp. 291, 337 <p>DIGITAL RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> Phonological Awareness (rhyme)—pp. 15-18 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <ul style="list-style-type: none"> Rhyme <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities <ul style="list-style-type: none"> Activity Type 1: Rhyme and Alliteration—p. 2 Activity Type 2: Oddity Tasks (rhyme)—p. 3 Modeling the Tasks <ul style="list-style-type: none"> Rhyme Routine—p. 4

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<p>ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Say/Say It—pp. 14, 23 Learn and Blend/Blend It—pp. 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Say/Say It—TE pp. 14, 23 Learn and Blend/Blend It—TE pp. 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Clap Syllables—TE pp. 11, 28 Blend Syllables—TE pp. 14, 30, 61 Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377 Clap and Count Syllables—TE pp. 72, 75 Oral Segmentation—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Say It—TE p. 17, 19, 24, 28 Blend It—TE pp. 38, 52, 66, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (model segmenting each words)—TE pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p>DIGITAL RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> Phonological Awareness—pp. 15–18 Blending—pp. 19–22 High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> Video: Blending Video: Phonological Awareness (oral segmentation) <p style="text-align: right;"><i>continued</i></p>

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Evidence Outcomes	From Phonics to Reading, Kindergarten
	<ul style="list-style-type: none"> • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral blending, oral segmentation) Instructional Guides • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 3: Oral Blending—p. 3 <ol style="list-style-type: none"> 1. Syllables (Say the syllables in a word and have students put them together, as in “ta . . . ble.”) ◦ Activity Type 4: Oral Segmentation—p. 3 <ol style="list-style-type: none"> 1. Syllables Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”) Interactive Instructional Resources • Blend It Related content Instructional Guides • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Blending Routine (Sound by Sound)—p. 5 ◦ Oral Segmentation Routine (Sound by Sound)—pp. 6–7
<p>iii. Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) *</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending (onset and rime)—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177 • Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182 <p>DIGITAL RESOURCES</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 3: Oral Blending—p. 3 <ol style="list-style-type: none"> 2. Onset and rime ◦ Activity Type 4: Oral Segmentation—p. 3 <ol style="list-style-type: none"> 2. Onset and rime ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Blending Routine (Onset/Rime)—p. 8 ◦ Oral Segmentation Routine (Onset/Rime)—p. 9

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Evidence Outcomes	From Phonics to Reading, Kindergarten
<p>iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) *</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Isolate Beginning Sounds—TE p. 42, 49, 58 Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323 Isolate Medial Sounds—TE pp. 225, 237 <p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> Phonological Awareness (Oddity Tasks)—pp. 15-18 <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities <ul style="list-style-type: none"> Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <ul style="list-style-type: none"> Oddity Tasks
<p>v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) *</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Phonemic Manipulation: Add Sounds and Syllables—TE pp. 344, 346, 356, 358, 368, 370, 380, 382 Phonemic Manipulation: Delete Syllables—TE pp. 349, 361 Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385 <p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> Phonological Awareness (Phonemic Manipulation)—pp. 15-18 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <ul style="list-style-type: none"> Phonemic Manipulation <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities <ul style="list-style-type: none"> Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)—p. 3 <p style="text-align: right;"><i>continued</i></p>

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Evidence Outcomes	From Phonics to Reading, Kindergarten
	<ul style="list-style-type: none"> ○ Modeling the Tasks ○ Phonemic Manipulation Routine (Substitution)—p. 10 ○ Phonemic Manipulation Routine (Addition)—p. 11 ○ Phonemic Manipulation Routine (Deletion)—p. 12
<p>vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about 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
<p>vii. Identify phonemes for letters. *</p>	<p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness
<p>c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)</p>	
<p>i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> • Lesson 1 Mm—pp. 9–20 • Lesson 3 Ss—pp. 35–48 • Lesson 4 Tt—pp. 49–62 • Lesson 5 Pp—pp. 63–76 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> • Lesson 6 Nn—pp. 79–90 • Lesson 8 Cc—pp. 103–114 • Lesson 9 Ff—pp. 115–126 • Lesson 10 Dd—pp. 127–138 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> • Lesson 11 Hh—pp. 141–152 • Lesson 13 Rr—pp. 165–176 • Lesson 14 Bb—pp. 177–188 • Lesson 15 Ll—pp. 189–200 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> • Lesson 16 Kk—pp. 203–214 • Lesson 18 Gg—pp. 227–238 • Lesson 19 Ww—pp. 239–250 • Lesson 20 Xx—pp. 251–262 <p style="text-align: right;"><i>continued</i></p>

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Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>Unit 5 Short u</p> <ul style="list-style-type: none"> Lesson 21 Vv—pp. 265–276 Lesson 23 Jj—pp. 289–300 Lesson 24 Qu—pp. 301–312 Lesson 25 Yy—pp. 313–324 <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> Lesson 26 Zz—pp. 327–338 <p><u>DIGITAL RESOURCES</u></p> <p>ABC Express Add-on Practice and Application Activities</p> <ul style="list-style-type: none"> Instructional Resources <ul style="list-style-type: none"> Lesson 1: Ss, Mm Lesson 2: Tt, Dd Lesson 3: Pp Lesson 4: Ff, Hh Lesson 5: Ll, Bb Lesson 6: Cc Lesson 7: Rr, Gg Lesson 8: Ww Lesson 9: Jj, Kk Lesson 10: Vv Lesson 11: Yy, Zz Lesson 12: Xx, Qu <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Isolate Beginning Sounds—TE p. 42, 49, 58 Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323 <p><u>DIGITAL RESOURCES</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> Phonological Awareness (Oddity Tasks)—pp. 15–18 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <ul style="list-style-type: none"> Task Type 2: Oddity Tasks (categorization) <ol style="list-style-type: none"> Beginning consonants Ending consonants Medial sounds (consonants) <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities <ul style="list-style-type: none"> Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3

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<p>ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> Lesson 2 Short a—pp. 21–34 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> Lesson 7 Short i—pp. 91–102 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> Lesson 12 Short o—pp. 153–164 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> Lesson 17 Short e—pp. 215–226 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> Lesson 22 Short u—pp. 277–288 <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> Lesson 27 Short Vowel Review—pp. 339–350 Lesson 28 Single Letter Long Vowels e, i, o—pp. 351–362 Lesson 29 Final e (a_e)—pp. 363–374 Lesson 30 Final e (o_e, i_e)—pp. 375–386 <p>DIGITAL RESOURCES</p> <p>ABC Express Add-on Practice and Application Activities</p> <ul style="list-style-type: none"> Instructional Resources <ul style="list-style-type: none"> Lesson 3: Short i, Pp Lesson 6: Short o, Cc Lesson 8: Short u, Ww Lesson 10: Short e, Vv
<p>iii. Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does). *(CCSS: RF.K.3c)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—Lesson 2 (I, can), p. 24; Lesson 3 (see, a), p. 38; Lesson 4 (the, on), p. 52; Lesson 5 (like, to), p. 66; Lesson 6 (is, it), p. 80; Lesson 7 (big, little), p. 92; Lesson 8 (my, good), p. 104; Lesson 9 (yes, no), p. 116; Lesson 10 (look, he), p. 128; Lesson 11 (do, you), p. 142; Lesson 12 (what, this), p. 154; Lesson 13 (and, under), p. 166; Lesson 14 (or, are), p. 178; Lesson 15 (up, down), p. 190; Lesson 16 (she, her), p. 204; Lesson 17 (make, they), p. 216; Lesson 18 (where, with), p. 228; Lesson 19 (we, play), p. 240; Lesson 20 (one, have), p. 252; Lesson 21 (go, hurt), p. 266; Lesson 22 (day, of), p. 278; Lesson 23 (said, that), p. 290; Lesson 24 (there, out), p. 302; Lesson 25 (all, read), p. 314; Lesson 26 (for, finds), p. 328; Lesson 27 (was, too), p. 340; Lesson 28 (come, some), p. 352; Lesson 29 (your, very), p. 364; Lesson 30 (use, blue), p. 376 <p style="text-align: right;"><i>continued</i></p>

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Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency (use high-frequency words)—pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> [Day 1/Day 2] Read-Spell-Write—TE pp. 24-25, 38-39, 52-53, 66-67, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 [Day 2] Review/Extend—TE pp. 81, 93, 105-106, 117-118, 129-130, 143, 155, 167-168, 179-180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377-378 [Day 3] Review/Extend/Use in Context—TE pp. 28, 42, 56, 70, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 [Day 5] Build Fluency: Review (read completed sentence frames)—TE pp. 33, 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>DIGITAL RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> High-Frequency Words—pp. 31-34 High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> Teacher's Guide to High-Frequency Words <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> High-Frequency Words—pp. 31-34 High-Frequency Word Assessments <ul style="list-style-type: none"> Directions/Next Steps—p. 1 Forms <ul style="list-style-type: none"> High-Frequency Word Assessment: Teacher Form (Kindergarten)—p. 2 High-Frequency Word Assessment: Student Form (Kindergarten)—p. 3

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3. Develop basic reading skills through the use of foundational skills.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p>iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Introduction</p> <ul style="list-style-type: none"> Spell It—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write (connect correct spelling with letter sounds)—TE pp. 29, 43, 45, 57, 59, 71, 73, 85, 87, 97, 99, 109, 111, 121, 123, 133, 135, 147, 149, 159, 161, 171, 173, 183, 185, 195, 197, 209, 211, 221, 223, 233, 235, 245, 247, 257, 259, 271, 273, 283, 285, 295, 297, 307, 309, 319, 321, 333, 335, 345, 347, 357, 359, 369, 371, 381, 383 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (correcting spelling errors)—TE pp. 45, 59, 73, 87, 99, 111, 123, 124, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend/Blend It—TE pp. 14, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Cumulative Quick Check—TE pp. 17, 19, 24, 28, 30, 33, 38, 42, 44, 47, 52, 56, 58, 61, 66, 70, 72, 75, 81, 84, 86, 89, 93, 96, 98, 101, 105, 108, 110, 113, 117, 120, 122, 125, 129, 132, 134, 137, 143, 146, 148, 151, 155, 158, 160, 163, 167, 170, 172, 175, 179, 182, 184, 187, 191, 194, 196, 199, 205, 208, 210, 213, 217, 220, 222, 225, 29, 232, 234, 237, 241, 244, 246, 249, 253, 256, 258, 261, 267, 270, 272, 275, 279, 282, 284, 287, 291, 294, 296, 299, 303, 306, 308, 311, 315, 318, 320, 323, 329, 332, 334, 337, 341, 344, 346, 349, 353, 356, 358, 361, 365, 368, 370, 373, 377, 380, 382, 385 <p>DIGITAL RESOURCES</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> Spelling Instructional Guide <ul style="list-style-type: none"> Kindergarten Spelling Guide, pp. 4–6 Kindergarten Writing Notebook Mastery Checklist, pp. 7–8

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Develop basic reading skills through the use of foundational skills.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p>d. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Books—"My ABC Book," pp. 11-12; "I Can," pp. 25-26; "Sam," pp. 39-40; "Sam Sat," pp. 53-54; "I Like," pp. 67-68; "What Is It?," pp. 81-82; "Big and Little," pp. 93-94; "Good Cat," pp. 105-106; "Can It Fit?," pp. 117-118; "Dan and Dad," pp. 129-130; "Hats," pp. 143-144; "What Is This?," pp. 155-156; "Uh-oh!," pp. 167-168; "Good or Bad?," pp. 179-180; "Up and Down," pp. 191-192; "Run, Kim!," pp. 205-206; "Ten Little Men," pp. 217-218; "Where Am I?," pp. 229-230; "We Will Win!," pp. 241-242; "Six Boxes," pp. 253-254; "The Best Vet," pp. 267-268; "The Bus," pp. 279-280; "What Will Jan Do?," pp. 291-292; "Quick, Quick, Quick!," pp. 303-304; "Yes!," pp. 315-316; "Zig, Zag, Buzz!," pp. 329-330; "Lots of Fun," pp. 341-342; "We Play," pp. 353-354; "The Hat," pp. 365-366; "The Bike Ride," pp. 377-378 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (ask and answer questions about the text)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)</p>	
<p>i. Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a) *</p>	<p>N/A</p>
<p>ii. Use the most frequently occurring inflections and affixes (for example: -ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *</p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Inflectional Ending -s—TE p. 95, 145, 231, 305 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Inflectional Ending -s—TE pp. 95, 145, 231, 305

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Develop basic reading skills through the use of foundational skills.

Evidence Outcomes	From Phonics to Reading, Kindergarten
f. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)	
i. Identify and produce groups of words that begin with the same sound (alliteration). *	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Alliteration—TE pp. 44, 249 Recognize and Produce Rhyme/Alliteration—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287, 291, 337 <p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities <ul style="list-style-type: none"> Activity Type 1: Rhyme and Alliteration—p. 2
ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. *	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Isolate Beginning Sounds—TE p. 42, 49, 58 Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323 <p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning Guide <ul style="list-style-type: none"> Video Viewing Guide <ul style="list-style-type: none"> Phonological Awareness (Oddity Tasks)—pp. 15-18 <p>Instructional Guides</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities <ul style="list-style-type: none"> Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <ul style="list-style-type: none"> Oddity Tasks

Additional Aligned Content

Kindergarten, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

1. Communicate using verbal and nonverbal language.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p><i>Students Can:</i></p>	
<p>a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)*</p> <p>i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)</p> <p>ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Build Fluency (read to a partner)/Spell It (partners say and write each word)—pp. 9, 21, 35, 49, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (read finished sentences to a partner)—TE pp. 24, 38, 52, 66, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>TEACHER'S EDITION</p> <p>Learning Center</p> <ul style="list-style-type: none"> Work with partners—TE pp. 10, 15, 22, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Build Fluency (reread Take-Home Book with a partner)—TE pp. 12, 19, 25, 33, 39, 47, 53, 61, 67, 74, 75, 82, 89, 94, 101, 106, 113, 118, 125, 130, 137, 144, 151, 156, 163, 168, 175, 180, 187, 192, 199, 206, 213, 218, 225, 230, 237, 242, 249, 254, 261, 268, 275, 280, 287, 292, 299, 304, 311, 316, 323, 330, 337, 342, 349, 354, 361, 366, 373, 378, 385 Reread Connected Text (reread Take-Home Book with a partner)—TE pp. 13, 26, 40, 54, 68, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334, 346, 358, 370, 382 <p>Sound Sort</p> <ul style="list-style-type: none"> Open Sort (discuss with partners ways to sort words)—TE pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334 <p>Read Connected Text</p> <ul style="list-style-type: none"> Second Read/Retell and Write (read/retell story to a partner)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 62, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p style="text-align: right;"><i>continued</i></p>

Kindergarten, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

1. Communicate using verbal and nonverbal language.

Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>Writing Extension</p> <ul style="list-style-type: none"> • Draw About It (share drawings with partners, get feedback, revise as needed)—TE pp. 19, 33 • Write About It (get feedback from partners, revise as needed)—TE pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write (say each sentence to a partner)—TE pp. 24, 38, 52, 66, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Word Sort</p> <ul style="list-style-type: none"> • Open Sort (discuss with partners ways to sort the words)—TE pp. 346, 358, 370, 382
<p>b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>d. Listen with comprehension to follow two-step directions. *</p>	<p>Children listen to, follow, and share with partners multi-step directions for activities throughout the program.</p>
<p>e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context—pp. 24, 38, 52, 66, 80, 92, 105, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (use new words)—pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p style="text-align: right;"><i>continued</i></p>

Kindergarten, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

1. Communicate using verbal and nonverbal language.

Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (write words in sentences)—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (use words acquired through conversation/reading/responding to texts)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>TEACHER'S EDITION</p> <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> Vocabulary—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (write words in sentences)—TE pp. 45, 59, 73, 87, 99, 111, 123, 124, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383

Kindergarten, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Develop oral communication skills through a language-rich environment.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p><i>Students Can:</i></p> <p>a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)</p>	<p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create oral sentences/expand on one sentence by adding descriptive details)—TE pp. 9, 28, 42, 56, 70, 81, 93, 105, 117, 130, 143, 155, 168, 180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377 <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Preview and Predict (describe the first page picture)/Check Comprehension (find supporting details in illustrations)—TE pp. 12, 25, 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

Kindergarten, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Develop oral communication skills through a language-rich environment.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p>b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> About Me (children draw a picture of themselves)—p. 13 <p>Writing Extension</p> <ul style="list-style-type: none"> Draw About It—pp. 19, 33 Write About It (draw a picture/write about the picture)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Retell and Write (write a response to the story/encourage drawings)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>Learning Center</p> <ul style="list-style-type: none"> Draw and Write (draw a picture for a word)—TE pp. 92, 204, 364
<p>c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 Second Read/Retell and Write (read/retell story to a partner)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
<p>d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Sound Sort</p> <ul style="list-style-type: none"> Sort It Out—TE pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334 <p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out—TE pp. 346, 358, 370, 382 <p>TEACHER'S EDITION Sound Sort</p> <ul style="list-style-type: none"> Open Sort (discuss with partners ways to sort words)—TE pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334 <p style="text-align: right;"><i>continued</i></p>

Kindergarten, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Develop oral communication skills through a language-rich environment.

Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>Word Sort</p> <ul style="list-style-type: none"> Open Sort (discuss ways to sort the words)—TE pp. 346, 358, 370, 382
e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)	N/A
f. Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)	N/A
g. Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)	<p>Related content</p> <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Say (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 37, 165, 189, 227, 239, 251, 265, 313, 327 <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> Vocabulary (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375
h. Use new vocabulary that is directly taught through reading, speaking, and listening. *	Children learn and use directly taught vocabulary in lessons throughout the program.
i. Relate new vocabulary to prior knowledge. *	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Preview and Predict (draw on prior knowledge)—TE pp. 12, 25, 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

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Develop and apply the concepts of print and comprehension of literary texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p><i>Students Can:</i></p> <p>a. Use Key Ideas and Details to:</p>	
<p>i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (ask and answer questions about 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
<p>ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Retell and Write—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
<p>iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (discuss characters and events of the story)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>b. Use Craft and Structure to:</p>	
<p>i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: First Read (Read Together) (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
<p>ii. Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5) *</p>	N/A
<p>iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)</p>	<p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Basic Features of Print (show author's and illustrator's names)

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Develop and apply the concepts of print and comprehension of literary texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
c. Use Integration of Knowledge and Ideas to:	
i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book (illustrated text)—pp. 12-13, 25-26, 39-40, 53-54, 67-68, 81-82, 93-94, 105-106, 117-118, 129-130, 143-144, 155-156, 167-168, 179-180, 191-192, 205-206, 217-218, 229-230, 241-242, 253-254, 267-268, 279-280, 291-292, 303-304, 315-316, 329-330, 341-342, 353-354, 365-366, 377-378 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Preview and Predict (find details in the first page picture)/Check Comprehension (find details in the illustrations)—TE pp. 12, 25, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 Take-Home Book: Retell and Write (use illustrations as cues to retelling the story)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)	N/A
d. Use Range of Reading and Level of Text Complexity to:	
i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Books—"My ABC Book," pp. 11-12; "I Can," pp. 25-26; "Sam," pp. 39-40; "Sam Sat," pp. 53-54; "I Like," pp. 67-68; "What Is It?," pp. 81-82; "Big and Little," pp. 93-94; "Good Cat," pp. 105-106; "Can It Fit?," pp. 117-118; "Dan and Dad," pp. 129-130; "Hats," pp. 143-144; "What Is This?," pp. 155-156; "Uh-oh!," pp. 167-168; "Good or Bad?," pp. 179-180; "Up and Down," pp. 191-192; "Run, Kim!," pp. 205-206; "Ten Little Men," pp. 217-218; "Where Am I?," pp. 229-230; "We Will Win!," pp. 241-242; "Six Boxes," pp. 253-254; "The Best Vet," pp. 267-268; "The Bus," pp. 279-280; "What Will Jan Do?," pp. 291-292; "Quick, Quick, Quick!," pp. 303-304; "Yes!," pp. 315-316; "Zig, Zag, Buzz!," pp. 329-330; "Lots of Fun," pp. 341-342; "We Play," pp. 353-354; "The Hat," pp. 365-366; "The Bike Ride," pp. 377-378 <p style="text-align: right;"><i>continued</i></p>

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Develop and apply the concepts of print and comprehension of literary texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 <p>Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> Unit 1—TE pp. 7 and 8: <i>Millions of Cats</i> by Wanda Gag; <i>Martha the Movie Mouse</i> by Arnold Lobel; <i>The Singing Man</i> by Angela Shelf Medearis; <i>Who Took the Farmer's Hat?</i> by Joan L. Nodser; <i>Juan Tuza and the Magic Pouch</i> by Francisco X. Mora Unit 2—TE pp. 77 and 78: <i>Call for Mr. Sniff</i> by Thomas P. Lewis; <i>Noisy Nora</i> by Rosemary Wells; <i>Kitten Can</i> by Bruce McMillan; <i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan Edwards; <i>Dad's Dinosaur Day</i> by Diane Dawson Hearn Unit 3—TE pp. 139 and 140: <i>Fox in Socks</i> by Dr. Seuss; <i>Hot Hippo</i> by Mwenye Hadithi; <i>Rain</i> by Robert Kalan; <i>Bear's Bargain</i> by Frank Asch; <i>Lambs for Dinner</i> by Betsy and Giulio Maestro Unit 4—TE pp. 201 and 202: <i>Kisses</i> by Alice McLerran; <i>Hester the Jester</i> by Ben Shecter; <i>Go, Dog, Go!</i> by Phil Eastman; <i>A Weekend with Wendell</i> by Kevin Henkes; <i>Fix It</i> by David McPhail Unit 5—TE pp. 263 and 264: <i>A Valentine for Ms. Vanilla</i> by Fred Ehrlich; <i>The Ugly Duckling retold</i> by Lilian Moore; <i>Norma Jean, Jumping Bean</i> by Joanna Cole; <i>The Queen's Cat</i> by Margaret Mahy; <i>Yellow Ball</i> by Molly Bang Unit 6—TE pp. 325 and 326: <i>Mrs. Toggle's Zipper</i> by Robin Pulver; <i>Drummer Hoff</i> by Barbara Emberley; <i>No Fighting, No Biting!</i> by Else E. Minarik; <i>The Bravest Flute</i> by Ann Grifalconi; <i>Chicken Soup With Rice</i> by Maurice Sendak

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Develop and apply the concepts of print and comprehension of informational texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<i>Students Can:</i>	
a. Use Key Ideas and Details to:	
i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) *	N/A
ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)	N/A
iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)	N/A
b. Use Craft and Structure to:	
i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: First Read (Read Together) (use clues to figure out difficult or unfamiliar words in the text)—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
ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) *	<p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Basic Features of Print (cover, title page)
iii. iName the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)	<p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Basic Features of Print (show author's and illustrator's names)

Kindergarten, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Develop and apply the concepts of print and comprehension of informational texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
c. Use Integration of Knowledge and Ideas to:	
i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)	N/A
ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)	N/A
iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)	N/A
<i>Students Can:</i>	
d. Use Range of Reading and Level of Text Complexity to:	
i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)	N/A

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

1. Write opinions using labels, dictation, and drawing..

Evidence Outcomes	From Phonics to Reading, Kindergarten
<i>Students Can:</i>	
a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing <i>continued</i>	N/A

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

1. Write opinions using labels, dictation, and drawing..

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p>about and state an opinion or preference about the topic or book (for example: My favorite book is...). (CCSS: W.K.1)</p> <p>b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)</p> <p>c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)</p>	

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p><i>Students Can:</i></p> <p>a. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)</p> <p>b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)</p> <p>c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Writing Extension</p> <ul style="list-style-type: none"> • Draw About It—pp. 19, 33 • Write About It (draw a picture/write about the picture)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell story in their own words/write a response/encourage drawings)—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

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

3. Write real or imagined narratives using labels, dictation, and drawing.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<i>Students Can:</i>	
<p>a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)</p> <p>b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)</p> <p>c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> Write About It (use lesson words to create a story)—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate mechanics and conventions when creating simple texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<i>Students Can:</i>	
<p>a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.K.1)</p>	
<p>i. Print many upper- and lowercase letters. (CCSS: L.K.1a)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> Trace and Write (trace and write uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Alphabet</p> <ul style="list-style-type: none"> Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64 <p style="text-align: right;"><i>continued</i></p>

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate mechanics and conventions when creating simple texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
	<p>TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> Trace and Write (uppercase and lowercase letters)—TE pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Address Fine Motor Skills (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69 <p>DIGITAL RESOURCES Letter Formation</p> <ul style="list-style-type: none"> Letter Formation Instruction <ul style="list-style-type: none"> Pencil Grip—p. 1 Posture—p. 2 Spacing—p. 3 Strokes—p. 3 General Tips—p. 4 Letter Formation Guide—pp. 5–8 Level K (Kindergarten) Handwriting Scope and Sequence—pp. 9–11 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)</p>	<p>Modeling (context for instruction)</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—I, p. 24; see, p. 38; is, p. 80; you, p. 142; she, p. 204; we, play, p. 240; go, p. 266
<p>iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). (CCSS: L.K.1c)</p>	<p>TEACHER'S EDITION [Day 2] 6. Word Study</p> <ul style="list-style-type: none"> Plurals Nouns with -s—TE pp. 83, 181, 243, 293 Plurals Nouns with -es—TE p. 255 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Plurals with -s—TE pp. 83, 181, 243, 293 Word Study: Plurals Nouns with -es—TE p. 255

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate mechanics and conventions when creating simple texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
iv. Understand and use question words (interrogatives) (for example: who, what, where, when, why, how). (CCSS: L.K.1d)	Modeling (context for instruction) STUDENT BOOK/TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—what, p. 154; where, pp. 228, 376 Cumulative Review <ul style="list-style-type: none"> Build Fluency—where, p. 236 TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Check Comprehension—how, TE pp. 25, 280, 330, 354 Check Comprehension—what, who, TE pp. 39, 242 Check Comprehension—where, why, TE pp. 180, 206 Check Comprehension—what, which, where, when, TE p. 378
v. Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)	Modeling (context for instruction) STUDENT BOOK/TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—on, p. 52; to, p. 66; under, p. 166; down, up, p. 190; with, p. 228; of, p. 278; out, p. 302; for, p. 328
vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Check Comprehension (prompt children to answer in complete sentences)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)	
i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)	TEACHER'S EDITION Print Concepts <ul style="list-style-type: none"> Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243 Teacher Table: Intervention <ul style="list-style-type: none"> Think and Write (uppercase I is also the word I)—TE p. 29

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate mechanics and conventions when creating simple texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<p>ii. Recognize and name end punctuation. (CCSS: L.K.2b)</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (end punctuation)—TE pp. 145, 181, 193, 231, 281, 317, 355, 367 <p>See related content</p> <ul style="list-style-type: none"> Understanding How Sentences Work (commas)—TE pp. 293, 343 Understanding How Sentences Work (quotation marks)—TE pp. 293, 343, 355 <p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Sentences (sentences end with punctuation marks like periods, question marks, and exclamation marks) Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> Identify punctuation marks and understand their purpose.
<p>iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> Think and Write (write the letters for consonants and short-vowel sounds)—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 <p>Independent Practice</p> <ul style="list-style-type: none"> Read and Write (say, circle the first letter of each picture name, then write the letter)—pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383 <p>TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> Think and Write—TE pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p>Independent Practice</p> <ul style="list-style-type: none"> Read and Write—TE pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383

Kindergarten, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate mechanics and conventions when creating simple texts.

Evidence Outcomes	From Phonics to Reading, Kindergarten
iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Building</p> <ul style="list-style-type: none"> Trace, Write, and Build (spell words aloud as they trace, write, and build them with letter cards)—pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Introduction</p> <ul style="list-style-type: none"> Spell It—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375

Kindergarten, Standard 4. Research Inquiry and Design

GRADE LEVEL EXPECTATION

1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.

Evidence Outcomes	From Phonics to Reading, Kindergarten
<i>Students Can:</i>	
a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7)	<p>TEACHER'S EDITION</p> <p>Unit Opener</p> <ul style="list-style-type: none"> Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326
b. Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?).	N/A
c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.	N/A

Kindergarten, Standard 4. Research Inquiry and Design

GRADE LEVEL EXPECTATION

1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.

Evidence Outcomes	From Phonics to Reading, Kindergarten
d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.	N/A
e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).	N/A
f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).	Related content TEACHER'S EDITION Home Connection <ul style="list-style-type: none"> • Dear Family: Extend the Learning (look for words in books, signs, magazine covers, etc.)—TE pp. 7, 77, 139, 201, 263, 325
f. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS:W.K.8)	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (recall information from story)—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