

From Phonics to Reading

Correlation to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade K



Key Aligned Content

Reading Foundational Skills..... 2

Additional Aligned Content

Reading Literature..... 15

Reading Informational Text..... 18

Writing..... 19

Speaking and Listening..... 21

Language..... 24

Key Aligned Content

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1a Follow words from left to right, top to bottom, and page by page.

TEACHER'S EDITION

Print Concepts

- Understanding How Sentences Work (left to right, top to bottom)—TE pp. 83, 85, 94–95

DIGITAL RESOURCES

Print Concepts

- Teacher's Guide to Print Concepts
 - Supporting Instruction of Print Concepts—pp. 1–2
 - 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?
 - Understand that text is read from left to right and top to bottom on a page.

Related content

TEACHER'S EDITION

Dictation

- Think and Write (model segmenting a word, moving from left to right)
 - TE pp. 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

TEACHER'S EDITION

Print Concepts

- About Me (use letters of the alphabet to write words)
 - TE p. 13

DIGITAL RESOURCES

Print Concepts

- Teacher's Guide to Print Concepts
 - What Are Print Concepts (connect oral language with written language/difference between a letter and a word)—p. 1
 - Supporting Instruction of Print Concepts—pp. 1–2
 - Words and Spaces (difference between a single letter and a word made up of one or more letters)
- Print Concepts Assessment/What Can You Do with the Assessment Results?
 - Identify the difference between a letter and a word.

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
<p>RF.K.1c Understand that words are separated by spaces in print.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (words are separated by spaces) <ul style="list-style-type: none"> 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 (point out spaces between one word and the next/model clapping for each word in a sentence) Sentences (groups of words are organized in sentences) Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> Understands that words are separated by spaces. Identify the difference between a word and a sentence.
<p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> My ABC Book (uppercase letters)—SB/TE pp. 11-12 About Me (name begins with uppercase letters)—SB/TE p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> Trace and Write (uppercase and lowercase letters) <ul style="list-style-type: none"> SB/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—SB/TE p. 18 <p>Alphabet</p> <ul style="list-style-type: none"> Lowercase Letters—SB/TE p. 21 Uppercase and Lowercase Letters—SB/TE pp. 35-36 Match Uppercase and Lowercase Letters <ul style="list-style-type: none"> SB/TE pp. 49-50, 63-64 <p>TEACHER'S EDITION Alphabet Recognition</p> <ul style="list-style-type: none"> Uppercase Letters—TE pp. 9-10 Lowercase Letters—TE p. 21 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 style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
	<p>Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters) <ul style="list-style-type: none"> ◦ TE pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—TE p. 18 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Alphabet Review—TE pp. 30, 44, 72 • Alphabet Concentration—TE p. 50 • Alphabet Match Up—TE p. 58 • Alphabet “Go Fish!”—TE p. 64 <p>Alphabet Review</p> <ul style="list-style-type: none"> • Identify Lowercase Letters—TE p. 40 <p><u>DIGITAL RESOURCES</u></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)

Phonological Awareness

<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>RF.K.2a Recognize and produce rhyming words.</p>	<p><u>TEACHER’S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Recognize Rhyme <ul style="list-style-type: none"> ◦ TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96 • Recognize and Produce Rhyme <ul style="list-style-type: none"> ◦ TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287, 291, 337 • Recognize and Produce Rhyme and Alliteration <ul style="list-style-type: none"> ◦ TE pp. 291, 337 <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 (rhyme)—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Task Type 1: Rhyme and Alliteration ◦ Task Type 2: Oddity Tasks (categorization) <ol style="list-style-type: none"> 1. Rhyme (rhyming/non-rhyming pairs) <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 1: Rhyme and Alliteration—p. 2 ◦ Activity Type 2: Oddity Tasks (rhyme)—p. 3 • Modeling the Tasks <ul style="list-style-type: none"> ◦ Rhyme Routine—p. 4
<p>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11, 28 • Clap and Count Syllables—TE pp. 72, 75 • Oral Blending <ul style="list-style-type: none"> ◦ TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377 • Oral Segmentation <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ TE p. 17, 19, 24, 28 • Blend It <ul style="list-style-type: none"> ◦ 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) <ul style="list-style-type: none"> ◦ 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) • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral blending, oral segmentation) <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 3: Oral Blending—p. 3 <ol style="list-style-type: none"> 1. Syllables (Say the syllables in a word and have students put them together, as in “ta . . . ble.”) ◦ Activity Type 4: Oral Segmentation—p. 3 <ol style="list-style-type: none"> 1. Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”) <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Blend It <p><i>Related content</i></p> <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Blending Routine (Sound by Sound)—p. 5 ◦ Oral Segmentation Routine (Sound by Sound)—pp. 6–7
<p>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation (onset and rime) <ul style="list-style-type: none"> ◦ 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 (onset and rime)—p. 3 ◦ Activity Type 4: Oral Segmentation (onset and rime)—p. 3 ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Blending Routine (Onset/Rime)—p. 8 ◦ Oral Segmentation Routine (Onset/Rime)—p. 9 ◦ Phonemic Manipulation Routine (Deletion) (segment word by onset and rime)—p. 12
<p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Isolate Beginning Sounds <ul style="list-style-type: none"> ◦ TE p. 42, 49, 58 • Isolate Beginning and Ending Sounds <ul style="list-style-type: none"> ◦ TE p. 70, 86, 89, 98, 101 • Isolate Beginning, Medial, and Ending Sounds <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ TE pp. 225, 237 <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
	<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"> 2. Beginning consonants 3. Ending consonants 4. Medial sounds (short vowels) 5. Medial sounds (long vowels) 6. Medial sounds (consonants) <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3
<p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Add Sounds and Syllables <ul style="list-style-type: none"> ◦ TE pp. 344, 346, 356, 358, 368, 370, 380, 382 • Phonemic Manipulation: Delete Syllables <ul style="list-style-type: none"> ◦ TE pp. 349, 361 • Phonemic Manipulation: Substitute Sounds <ul style="list-style-type: none"> ◦ TE pp. 373, 385 <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 (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 ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Addition)—p. 11 ◦ Phonemic Manipulation Routine (Deletion)—p. 12 <p><i>See related content</i></p> <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385 <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
	<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 5: Phoneme Manipulation (substitution)—p. 3 ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Substitution)—p. 10

Phonics and Word Recognition

<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> • Lesson 1 Mm—pp. 9–20 • Lesson 2 Short a—pp. 21–34 • Lesson 3 Ss—pp. 35–48 • Lesson 4 Tt—pp. 49–62 • Lesson 5 Pp—pp. 63–76 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> • Lesson 6 Nn—pp. 79–90 • Lesson 7 Short i—pp. 91–102 • Lesson 8 Cc—pp. 103–114 • Lesson 9 Ff—pp. 115–126 • Lesson 10 Dd—pp. 127–138 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> • Lesson 11 Hh—pp. 141–152 • Lesson 12 Short o—pp. 153–164 • Lesson 13 Rr—pp. 165–176 • Lesson 14 Bb—pp. 177–188 • Lesson 15 Ll—pp. 189–200 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> • Lesson 16 Kk—pp. 203–214 • Lesson 17 Short e—pp. 215–226 • Lesson 18 Gg—pp. 227–238 • Lesson 19 Ww—pp. 239–250 • Lesson 20 Xx—pp. 251–262 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> • Lesson 21 Vv—pp. 265–276 • Lesson 22 Short u—pp. 277–288 • Lesson 23 Jj—pp. 289–300 • Lesson 24 Qu—pp. 301–312 • Lesson 25 Yy—pp. 313–324 <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Phonics and Word Recognition

	<p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> Lesson 26 Zz—pp. 327–338 Lesson 27 Short Vowel Review—pp. 339–350 Lesson 28 Single Letter Long Vowels e, i, o—pp. 351–362 Lesson 29 Final e (a_e)—pp. 363–374 Lesson 30 Final e (o_e, i_e)—pp. 375–386 <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 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>RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> Lesson 2 Short a—pp. 21–34 Lesson 3 Short o—pp. 35–48 <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: Ii/Short i, Short a Lesson 6: Oo/Short a, Short i, Short o Lesson 8: Uu/Short u, Short a, Short i, Short o Lesson 10: Ee/Short a, Short i, Short o, Short u, Short e

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Phonics and Word Recognition

RF.K.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

STUDENT BOOK/TEACHER'S EDITION

High-Frequency Words

- 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

TEACHER'S EDITION

High-Frequency Words

- Review [Day 3]
 - 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
- Build Fluency: Review [Day 5]
 - TE pp. 19, 33, 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385

Independent/Partner Work

- Build Fluency
 - TE pp. 19, 33, 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385

Cumulative Review

- Build Fluency
 - TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384

Cumulative Assessment

- Fluency Check
 - TE pp. 48, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377

continued

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Phonics and Word Recognition

	<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 <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Kindergarten)—p. 2 ◦ High-Frequency Word Assessment: Student Form (Kindergarten)—p. 3 <p><i>See also</i></p> <p>DIGITAL RESOURCES</p> <p>Fluency</p> <ul style="list-style-type: none"> • Teacher’s Guide to Fluency • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ◦ Level K <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine—p. 3 ◦ Fluency Minilessons—pp. 3–7
<p>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Building</p> <ul style="list-style-type: none"> • Trace, Write, and Build (write/build with letter cards similarly spelled words with phonemes and graphemes that differ)—pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell <ul style="list-style-type: none"> ◦ SB/TE 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 <ul style="list-style-type: none"> ◦ SB/TE 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 style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Phonics and Word Recognition

TEACHER'S EDITION

Teacher Table: Intervention

- 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

Dictation

- 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

Introduce Sound-Spelling

- 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

Sound-Spelling/Blending

- Cumulative Quick Check SB/TE
 - TE pp. 17, 19, 24, 28, 30, 33, 38, 42, 44, 47, 52, 56, 58, 61, 66, 70, 72, 75, 81, 84, 86, 89, 93, 96, 98, 101, 105, 108, 110, 113, 117, 120, 122, 125, 129, 132, 134, 137, 143, 146, 148, 151, 155, 158, 160, 163, 167, 170, 172, 175, 179, 182, 184, 187, 191, 194, 196, 199, 205, 208, 210, 213, 217, 220, 222, 225, 229, 232, 234, 237, 241, 244, 246, 249, 253, 256, 258, 261, 267, 270, 272, 275, 279, 282, 284, 287, 291, 294, 296, 299, 303, 306, 308, 311, 315, 318, 320, 323, 329, 332, 334, 337, 341, 344, 346, 349, 353, 356, 358, 361, 365, 368, 370, 373, 377, 380, 382, 385

Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- 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

continued

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Fluency

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

TEACHER’S EDITION

Read Children’s Books

Emergent-reader texts/trade books that reinforce newly learned skills.

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

Read Connected Text

- 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

DIGITAL RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - Decodable Texts—pp. 23–26

continued

READING FOUNDATIONAL SKILLS

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Fluency

- High-Impact Routines by Wiley Blevins
 - Video: Decodable Texts

Instructional Resources

- Student Fluency Report (each unit)

Cumulative Assessments

- Fluency Check

Fluency

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

Additional Aligned Content

READING LITERATURE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Key Ideas and Details

<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</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) <ul style="list-style-type: none"> 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>RL.K.2 With prompting and support, retell familiar stories, including key details.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Retell and Write <ul style="list-style-type: none"> 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>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</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) <ul style="list-style-type: none"> 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

Craft and Structure

<p>RL.K.4 Ask and answer questions about unknown words in a text.</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) <ul style="list-style-type: none"> 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>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>N/A</p>
<p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><i>Related content</i></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 <ul style="list-style-type: none"> Show students where the title, author's name, and illustrator's name appear.

READING LITERATURE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Integration of Knowledge and Ideas

<p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book (illustrated text) <ul style="list-style-type: none"> ○ SB/TE 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) <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ 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>RL.K.8 Not applicable to literature.</p>	
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books <ul style="list-style-type: none"> ○ 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 <p style="text-align: right;"><i>continued</i></p>
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READING LITERATURE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Range of Reading and Level of Text Complexity

Fun,” pp. 341–342; “We Play,” pp. 353–354; “The Hat,” pp. 365–366; “The Bike Ride,” pp. 377–378

TEACHER’S EDITION

Read Children’s Books

Emergent-reader texts/trade books that reinforce newly learned skills.

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

Read Connected Text

- 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

READING INFORMATIONAL TEXT

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Key Ideas and Details

RI.K.1	With prompting and support, ask and answer questions about key details in a text.	N/A
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	N/A
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A

Craft and Structure

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	N/A
RI.K.5	Identify the front cover, back cover, and title page of a book.	N/A
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N/A

Integration of Knowledge and Ideas

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	N/A
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	N/A
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A

READING INFORMATIONAL TEXT

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
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Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.	N/A
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WRITING

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
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Text Types and Purposes

W.K.1 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 about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (children express opinions/feelings and supporting details in response to text)—TE pp. 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
W.K.2 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.	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> Draw About It <ul style="list-style-type: none"> SB/TE pp. 19, 33 Write About It (draw a picture/write about the picture) <ul style="list-style-type: none"> SB/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>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Retell and Write (retell story in their own words/write a response/encourage drawings) <ul style="list-style-type: none"> 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
W.K.3 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.	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> Write About It (use lesson words to create a story) <ul style="list-style-type: none"> SB/TE pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375

WRITING

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Production and Distribution of Writing

W.K.4 Begins in grade 3.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

STUDENT BOOK/TEACHER'S EDITION

Writing Extension

- Draw About It (share drawings with partners/get feed-back)
 - SB/TE pp. 19, 33
- Write About It (share drawings with partners/get feedback/revise)
 - SB/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

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Related content

TEACHER'S EDITION

Learning Center

- Computer games and activities/apps
 - TE pp. 10, 15, 22, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

TEACHER'S EDITION

Unit Opener

- 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

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

TEACHER'S EDITION

Read Connected Text

- 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

W.K.9 Begins in grade 4.

Range of Writing

W.K.10 Begins in grade 3.

SPEAKING AND LISTENING

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Comprehension and Collaboration

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b Continue a conversation through multiple exchanges.

STUDENT BOOK/TEACHER'S EDITION

Daily Practice (do one activity each day)

- Build Fluency (read to a partner)/Spell It (partners say and write each word)
 - SB/TE 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

High-Frequency Words

- 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

TEACHER'S EDITION

Learning Center

- 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

Independent/Partner Work

- 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

Sound Sort

- 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

Read Connected Text

- 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

Writing Extension

- Draw About It (share drawings with partners, get feedback, revise as needed)

continued

SPEAKING AND LISTENING

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Comprehension and Collaboration

	<ul style="list-style-type: none"> Write About It (get feedback from partners, revise as needed) <ul style="list-style-type: none"> 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 High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write (say each sentence to a partner) <ul style="list-style-type: none"> 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 Word Sort <ul style="list-style-type: none"> Open Sort (discuss with partners ways to sort the words) <ul style="list-style-type: none"> TE pp. 346, 358, 370, 382
<p>SL.K.2 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.</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) <ul style="list-style-type: none"> 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>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</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) <ul style="list-style-type: none"> 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

Presentation of Knowledge and Ideas

<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create oral sentences/expand on one sentence by adding descriptive details) <ul style="list-style-type: none"> 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 Read Connected Text <ul style="list-style-type: none"> Take-Home Book: Preview and Predict (describe the first page picture)/Check Comprehension (find supporting details in illustrations) <ul style="list-style-type: none"> 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
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SPEAKING AND LISTENING

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Presentation of Knowledge and Ideas

<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Alphabet</p> <ul style="list-style-type: none"> • About Me (children draw a picture of themselves) <ul style="list-style-type: none"> ○ SB/TE p. 13 <p>Writing Extension</p> <ul style="list-style-type: none"> • Draw About It <ul style="list-style-type: none"> ○ SB/TE pp. 19, 33 • Write About It (draw a picture/write about the picture) <ul style="list-style-type: none"> ○ SB/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><u>TEACHER'S EDITION</u></p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (write a response to the story/encourage drawings) <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ TE pp. 92, 204, 364
<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><u>TEACHER'S EDITION</u></p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about text read aloud) <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ 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

LANGUAGE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Conventions of Standard English

<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.</p>	
<p>L.K.1a Print many upper- and lowercase letters.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (trace and write uppercase and lowercase letters) <ul style="list-style-type: none"> ◦ SB/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>Alphabet</p> <ul style="list-style-type: none"> • Match Uppercase and Lowercase Letters (write lowercase letters)—SB/TE pp. 63–64 <p><u>TEACHER'S EDITION</u> Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters) <ul style="list-style-type: none"> ◦ 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) <ul style="list-style-type: none"> ◦ TE pp. 27, 41, 55, 69 <p><u>DIGITAL RESOURCES</u> Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ◦ Pencil Grip—p. 1 ◦ Posture—p. 2 ◦ Spacing—p. 3 ◦ Strokes—p. 3 ◦ General Tips—p. 4 ◦ Lesson Sequence—p. 4 ◦ Letter Formation Guide—pp. 5–8 ◦ Level K (Kindergarten) Handwriting Scope and Sequence—pp. 9–11 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>L.K.1b Use frequently occurring nouns and verbs.</p>	<p><i>Representative modeling</i></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context <ul style="list-style-type: none"> ◦ I, p. 24; see, p. 38; is, p. 80; you, p. 142; she, p. 204; we, play, p. 240; go, p. 266

LANGUAGE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Conventions of Standard English

<p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</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
<p>L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p><i>Representative modeling</i></p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context <ul style="list-style-type: none"> what, p. 154; where, pp. 228, 376 <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency—where , p. 236 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Check Comprehension <ul style="list-style-type: none"> how—TE pp. 25, 280, 330, 354 what, who—TE pp. 39, 242 where, why—TE pp. 180, 206 what, which, where, when—TE p. 378
<p>L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p><i>Representative modeling</i></p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context <ul style="list-style-type: none"> 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
<p>L.K.1f Produce and expand complete sentences in shared language activities.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Check Comprehension (prompt children to answer in complete sentences) <ul style="list-style-type: none"> 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

LANGUAGE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Conventions of Standard English

<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (capitalize the first word in a sentence) <ul style="list-style-type: none"> TE pp. 131, 207, 219, 243 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write (uppercase <i>I</i> is also the word <i>I</i>)—TE p. 29
<p>L.K.2b Recognize and name end punctuation.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (end punctuation) <ul style="list-style-type: none"> TE pp. 145, 181, 193, 231, 281, 317, 355, 367 <p><i>See also related content</i></p> <ul style="list-style-type: none"> Understanding How Sentences Work (commas) <ul style="list-style-type: none"> TE pp. 293, 343 Understanding How Sentences Work (quotation marks) <ul style="list-style-type: none"> TE pp. 293, 343, 355
<p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</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) <ul style="list-style-type: none"> SB/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 <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) <ul style="list-style-type: none"> SB/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 <p>TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> Think and Write <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

LANGUAGE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Conventions of Standard English

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

STUDENT BOOK/TEACHER'S EDITION

Word Building

- Trace, Write, and Build (spell words aloud as they trace, write, and build them with letter cards)
 - SB/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

Dictation

- Listen and Spell
 - SB/TE 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

Introduction

- Spell It
 - SB/TE 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

TEACHER'S EDITION

5. Word Building [Day 3]

- Trace, Write, and Build
 - 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

Teacher Table: Intervention

- Think and Write (connect each sound with its spelling)
 - TE pp. 29, 43, 45, 57, 59, 71, 73, 85, 87, 97, 99, 109, 111, 121, 123, 133, 135, 147, 149, 159, 161, 171, 173, 183, 185, 195, 197, 209, 211, 221, 223, 233, 235, 245, 247, 257, 259, 271, 273, 283, 285, 295, 297, 307, 309, 319, 321, 333, 335, 345, 347, 357, 359, 369, 371, 381, 383

Independent/Partner Work

- Spell Words (write five words with partner/self-correct)
 - TE pp. 56, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380

Knowledge of Language

L.K.3 Begins in grade 2.

LANGUAGE

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	N/A
L.K.4b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s <ul style="list-style-type: none"> ◦ TE p. 95, 145, 231, 305 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s <ul style="list-style-type: none"> ◦ TE pp. 95, 145, 231, 305
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings	
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<p><i>Related content</i></p> <p>STUDENT BOOK/TEACHER'S EDITION Sound Sort</p> <ul style="list-style-type: none"> • Sort It Out <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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) <ul style="list-style-type: none"> ◦ 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"> • Open Sort (discuss ways to sort the words) <ul style="list-style-type: none"> ◦ TE pp. 346, 358, 370, 382
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	N/A

LANGUAGE

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K
Vocabulary Acquisition and Use	
<p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>N/A</p>
<p>L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><i>Related content</i></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) <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ 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>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context <ul style="list-style-type: none"> ○ SB/TE 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) <ul style="list-style-type: none"> ○ SB/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>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write words in sentences) <ul style="list-style-type: none"> ○ SB/TE 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) <ul style="list-style-type: none"> ○ SB/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 style="text-align: right;"><i>continued</i></p>

LANGUAGE

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K

Vocabulary Acquisition and Use

TEACHER'S EDITION

Teacher Table: English Language Learners

- 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
- Dictation
 - 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