

From Phonics to Reading

Correlation to the English Standards of Learning for
Virginia Public Schools – January 2017

Grade K



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WRITING

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COMMUNICATION AND MULTIMODAL LITERACIES

K.1 The student will build oral communication skills.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
<p>(a) Listen actively and speak using agreed-upon rules for discussion.</p>	<p>Children listen actively and speak according to rules for discussion modeled and monitored by the teacher.</p> <p>Representative activities</p> <p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Learn and Blend (listen and join in)—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>(b) Express ideas in complete sentences and express needs through direct requests.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <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
<p>(c) Initiate conversations.</p>	<p>Opportunities for children to initiate conversations are provided in activities throughout the program.</p>
<p>(d) Follow implicit rules for conversation, including taking turns and staying on topic.</p>	<p>Representative activities</p> <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency/Alphabet Review (children take turns)—TE pp. 12, 28, 30, 50, 58, 72 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (partners take turns reading the sentence)—TE pp. 83, 95, 119, 145, 157, 207, 219, 231, 243, 269, 305, 331 <p>Learning Center</p> <ul style="list-style-type: none"> • Various activities (children take turns)—TE pp. 314, 376
<p>(e) Listen and speak in informal conversations with peers and adults.</p>	<p>Children participate in informal conversations with peers and adults in several activities.</p> <p>Representative activities</p> <p>STUDENT BOOK/TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family Letter (children discuss recently studied skills and the Take-Home Book with adult family members)—pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss answers to comprehension questions with a partner)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, <p style="text-align: right;">continued</p>

COMMUNICATION AND MULTIMODAL LITERACIES

K.1 The student will build oral communication skills.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	<p>218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378</p> <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>(f) Discuss various texts and topics collaboratively and with partners.</p>	<p><u>TUDENT BOOK/TEACHER'S EDITION</u></p> <p>Daily Practice</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><u>TEACHER'S EDITION</u></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, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>Writing Extension</p> <ul style="list-style-type: none"> • Draw About It (share drawings with partners, get feedback, revise as needed)—TE pp. 19, 33 <p style="text-align: right;"><i>continued</i></p>

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COMMUNICATION AND MULTIMODAL LITERACIES

K.1 The student will build oral communication skills.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	<ul style="list-style-type: none"> • 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
(g) Use voice level, phrasing, and intonation appropriate for various language situations.	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (read aloud with proper intonation to show strong feeling)—TE pp. 181, 305, 317, 355, 367
(h) Follow one- and two-step directions.	Children follow one- and two-step directions as part of learning throughout the program.
(i) Retell information shared by others.	<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
(j) Restate and follow multi-step directions.	Children have the opportunity to restate and follow multi-step directions in collaborative activities throughout the program.
(k) Give multi-step directions.	Children receive and share multi-step directions in collaborative activities throughout the program.
(l) Ask how and why questions to seek help, get information, or clarify information.	<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
(m) Work respectfully with others.	Children work respectfully with others in collaborative activities as modeled and monitored by the teacher.

COMMUNICATION AND MULTIMODAL LITERACIES

K.2 The student will demonstrate growth in oral, early literacy skills.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
<p>(a) Listen and respond to a variety of text and media.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> • Uppercase Letters/Lowercase Letters (sing the “Alphabet Song”/point to letters)—pp. 9, 21 <p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Learn and Blend (listen and join in)—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 Alphabet Recognition/Sequence/Review</p> <ul style="list-style-type: none"> • The Alphabet Song—TE pp. 9, 10, 21, 26, 40 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Informal Assessment (listen to/sing the Alphabet Song)—TE p. 11 <p>Teacher Table: Learning Center</p> <ul style="list-style-type: none"> • Alphabet Corner (magnetic letters, puzzles, games, books, alphabet songs, computer games and apps)—TE p. 22
<p>(b) Participate in a variety of oral language activities including choral and echo speaking and recitation.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (choral reading)—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) Tell stories orally.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family Letter (child describes the Take-Home Book story)—pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell the story)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
<p>(d) Participate in creative dramatics.</p>	<p>TEACHER'S EDITION 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, 339, 351 <p style="text-align: right;">continued</p>

COMMUNICATION AND MULTIMODAL LITERACIES

K.2 The student will demonstrate growth in oral, early literacy skills.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	Teacher Table: English Language Learners <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

READING

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
<p>(a) Begin to discriminate between spoken sentences, words, and syllables.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11, 28 • Identify Words in Spoken Sentences—TE pp. 17, 24, 38, 52, 66 • Clap and Count Syllables—TE pp. 72, 75 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (listen and count the words in the sentence)—TE pp. 24, 26, 40, 54, 68, 193
<p>(b) Identify and produce words that rhyme.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96 • 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>(c) Blend and segment multisyllabic words at the syllable level.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Challenge (multisyllabic words)—pp. 251, 313, 339, 351, 375 <p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables (multisyllabic words)—TE pp. 11, 28 • Clap and Count Syllables (multisyllabic words)—TE pp. 72, 75
<p>(d) Blend and segment one-syllable words into phonemes including onset and rime.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending (onset and rime)—TE pp. 35, 47 • Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182
<p>(e) Identify words according to shared beginning and/or ending sounds.</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

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READING

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(f) Blend sounds to make one-syllable words.	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It—pp. 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>TEACHER'S EDITION Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend/Blend It—TE pp. 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Blending—TE pp. 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377
(g) Segment one-syllable words into individual phonemes.	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Segmentation—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353

K.4 The student will understand how print is organized and read.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(a) Hold print materials in the correct position.	Children see how to hold print materials as demonstrated by their teacher.
(b) Identify the front cover, back cover, and title page of a book.	Children identify parts of a book as modeled by the teacher.
(c) Distinguish between print and pictures.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book (text with print and pictures)—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

READING

K.4 The student will understand how print is organized and read.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(d) Follow words from left to right and from top to bottom on a printed page.	<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>Related content</p> <p>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
(e) Match voice with print.	<p>TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> • Think and Write (say name of each picture then write letter for first sound/teacher moves hand from left to right going from one sound to the next)—TE pp. 85, 97, 109, 121, 122, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381

K.5 The student will demonstrate an understanding that print conveys meaning.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(a) Identify common signs and logos.	<p>STUDENT BOOK/TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family Letter (look for words with specific phonics skills in signs, books, magazine covers)—pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326 <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Informal Assessment (look for letters in signs or labels)—TE p. 21
(b) Explain that printed materials provide information.	As explained by the teacher, children learn that printed materials provide information
(c) Read and explain own writing and drawings.	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Draw About It (share drawings with partners/get feedback)—pp. 19, 33 • Write About It (share drawings and writing with partners/get feedback)—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

READING

K.5 The student will demonstrate an understanding that print conveys meaning.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
<p>(d) Read his/her name and commonly used high-frequency words.</p>	<p>Children write their name at the top of the first page of each lesson activity.</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Alphabet</p> <ul style="list-style-type: none"> • About Me (children write their name, begin with an uppercase letter)—p. 13 <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>TEACHER'S EDITION</p> <p>Alphabet Recognition</p> <ul style="list-style-type: none"> • Extend (children write their names on the board or find their name on a chart or namecard in the classroom)—TE p. 11 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Check Comprehension (ask children what is the first letter of their name)—TE p. 2

K.6 The student will develop an understanding of basic phonetic principles.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
<p>(a) Identify and name the capital and lowercase letters of the alphabet.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Alphabet</p> <ul style="list-style-type: none"> • My ABC Book (uppercase letters)—pp. 11–12 • About Me (name begins with uppercase 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>Alphabet</p> <ul style="list-style-type: none"> • Lowercase Letters—p. 21 <p style="text-align: right;"><i>continued</i></p>

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READING

K.6 The student will develop an understanding of basic phonetic principles.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	<ul style="list-style-type: none"> • Uppercase and Lowercase Letters—pp. 35–36 • Match Uppercase and Lowercase Letters—pp. 49–50, 63–64 <p>TEACHER’S EDITION</p> <p>Alphabet Recognition</p> <ul style="list-style-type: none"> • Uppercase Letters—TE pp. 9–10 • Lowercase Letters—TE p. 21 • Review Uppercase Letters—TE p. 26 • Uppercase and Lowercase Letters—TE pp. 35–36 • Match Uppercase and Lowercase Letters—TE pp. 49–50, 54, 63–64, 68 <p>Learning Center</p> <ul style="list-style-type: none"> • Alphabet Corner—TE pp. 10, 22 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—p. 18 <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>Alphabet Review</p> <ul style="list-style-type: none"> • Identify Lowercase Letters—TE p. 40
<p>(b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</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 style="text-align: right;"><i>continued</i></p>

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READING

K.6 The student will develop an understanding of basic phonetic principles.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	<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>See Grade 1 for initial consonant digraphs.</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 2 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> Lesson 9 Digraphs sh, th—pp. 123-136 Lesson 10 Digraphs ch, tch, wh—pp. 137-150 Lesson 11 Digraphs ng, nk—pp. 151-164
<p>(c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Home Connection</p> <ul style="list-style-type: none"> Dear Family/Apreciada familia (point to each word in the Take-Home Book as you say it)—SB & TE pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326 <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: First Read (Read Together) (children point to each word as they chorally read it 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>TEACHER'S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (move finger left to right to model reading each word/speech-to-print/multisyllabic words)—TE pp. 83, 95 <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (teacher moves hand from left to right, going from one sound to the next)—TE pp. 85, 97, 109, 121, 122, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381

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READING

K.6 The student will develop an understanding of basic phonetic principles.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(d) Identify initial consonant sounds in one-syllable words.	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Distinguish Initial and Final Consonant Sounds—TE pp. 119, 131 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Distinguish Initial and Final Consonant Sounds—TE pp. 119, 131
(e) Identify final consonant sounds in one-syllable words.	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> 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

K.7 The student will expand vocabulary and use of word meanings.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(a) Discuss meanings of words.	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> Blend It (discuss meaning of new study words)—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>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (discuss meaning of words)—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 Read Connected Text</p> <ul style="list-style-type: none"> Learn and Blend (discuss, pantomime meaning of new words)—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
(b) Increase vocabulary by listening to a variety of texts read aloud.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book (chorally read book together)—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

READING

K.7 The student will expand vocabulary and use of word meanings.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(c) Use vocabulary from other content areas.	Beginning in Level A/Grade 1, children study vocabulary from other content areas in Connected Text and Take-Home Books with informational text.
(d) Ask about words not understood.	<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/request corrective feedback for difficult words)—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
(e) Use number words.	N/A
(f) Use nouns to identify and name people, places, and things.	<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/determine if a difficult word is a noun or verb)—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
(g) Use adjectives to describe location, size, color, and shape.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Preview and Predict (describe pictures)—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
(h) Use verbs to identify actions.	<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/determine if a difficult word is a noun or verb)—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

K.8 The student will demonstrate comprehension of fictional texts.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(a) Identify the role of an author and an illustrator.	<p>Related content</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (what does the author say that kids like to do?)—TE p. 316

READING

K.8 The student will demonstrate comprehension of fictional texts.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(b) Relate previous experiences to what is read.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (relate personal connections including feelings to the story)—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
(c) Use pictures to make predictions.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (tell what story will based on details in the pictures)—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
(d) Ask and answer questions about what is read.	<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
(e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.	<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

K.9 The student will demonstrate comprehension of nonfiction texts.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(a) Use pictures to identify topic and make predictions.	<p>Related content (fictional texts)</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (use pictures to predict what the story is about)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
(b) Identify text features specific to the topic, such as titles, headings, and pictures.	<p>Related content (fictional texts)</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (read the title, describe pictures)—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

K.9 The student will demonstrate comprehension of nonfiction texts.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
(c) Ask and answer questions about what is read.	Related content (fictional texts) TEACHER'S EDITION Read Connected Text <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

WRITING

K.10 The student will print in manuscript

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
<p>(a) Print capital and lowercase letters of the alphabet independently.</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, 55, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Alphabet</p> <ul style="list-style-type: none"> • Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64 <p>TEACHER'S EDITION 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>(b) Print his/her first and last names.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> • About Me (write your name on the line/begin with an uppercase letter)—p. 13 • Match Uppercase and Lowercase Letters (write your name on the line provided)—p. 64 <p>Dictation</p> <ul style="list-style-type: none"> • Think and Write (write your name on the line)—p. 28/TE p. 29 <p>TEACHER'S EDITION Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Alphabet (name and write letters in their names)—TE p. 9 <p>Alphabet Recognition</p> <ul style="list-style-type: none"> • Extend (write names on board/begin with uppercase letter)—TE p. 11 • Uppercase and Lowercase Letters (have children write their names)—TE p. 36 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (encourage children to trace each letter on classroom name card before writing it)—TE p. 29

K.11 The student will write in a variety of forms to include narrative and descriptive.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
<p>(a) Differentiate pictures from writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Draw About It—pp. 19, 33 <p style="text-align: right;"><i>continued</i></p>

WRITING

K.11 The student will write in a variety of forms to include narrative and descriptive.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	<ul style="list-style-type: none"> • 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 (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
<p>(b) Use prewriting activities to generate ideas including drawing pictures.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Draw About It (children plan drawing based on prompt)—pp. 19, 33 • Write About It (children plan writing based on prompt)—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>(c) Use letters to phonetically spell words that describe pictures or experiences.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 <p>TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • 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 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (connect each sound with its spelling)—TE pp. 29, 43, 45, 57, 59, 71, 73, 85, 87, 97, 99, 109, 111, 121, 123, 133, 135, 147, 149, 159, 161, 171, 173, 183, 185, 195, 197, 209, 211, 221, 223, 233, 235, 245, 247, 257, 259, 271, 273, 283, 285, 295, 297, 307, 309, 319, 321, 333, 335, 345, 347, 357, 359, 369, 371, 381, 383 <p style="text-align: right;"><i>continued</i></p>

WRITING

K.11 The student will write in a variety of forms to include narrative and descriptive.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Spell Words (write five words with partner/self-correct)—TE pp. 56, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380
(d) Write left to right and top to bottom.	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (left-to-right progression)—TE pp. 83, 85, 94, 95, 97, 109, 121, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381; (top to bottom) 95
(e) Compose simple sentences.	<p>STUDENT BOOK/TEACHER'S EDITION Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (compose and write a simple sentence using the word provided)—pp. 46, 60, 74, 88, 102, 114, 126, 138, 150, 162, 174, 188, 200, 212, 224, 236, 248, 262, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create oral sentences for each word)—TE pp. 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>See also the following readiness activities</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (complete the sentence by adding a word from the previous exercise)—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 Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write the dictated complete sentence)—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
(f) Begin each sentence with a capital letter and use ending punctuation.	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243; (end punctuation) 145, 181, 193, 231, 281, 317, 355, 367 <p style="text-align: right;"><i>continued</i></p>

WRITING

K.11 The student will write in a variety of forms to include narrative and descriptive.

KINDERGARTEN ELA STANDARD	FROM PHONICS TO READING, LEVEL K
	<p>See also 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
(g) Share writing with others.	<p>TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (share responses with partners)—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