

# *From Phonics to Reading*

Correlation to the Arkansas English Language Arts Standards – 2016

Grade K



## Key Aligned Content

Reading Standards: Foundational Skills . . . . . 2

## Additional Aligned Content

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## Key Aligned Content

### READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards	From Phonics to Reading, Level K
<b>Print Concepts</b>	
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.	
<b>RF.K.1.A</b> Follow words from left to right, top to bottom, and page by page.	<p><u>TEACHER'S EDITION</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (left to right, top to bottom)—TE pp. 83, 85, 94–95</li> </ul> <p>Related content  <b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>RF.K.1.B</b> Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	<p><u>TEACHER'S EDITION</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>About Me (use letters of the alphabet to write words)—TE p. 13</li> </ul>
<b>RF.K.1.C</b> Understand that words are separated by spaces in print.	<p><u>TEACHER'S EDITION</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (words are separated by spaces)—TE pp. 26, 40, 54, 68, 119, 157, 219, 269, 331</li> </ul>
<b>RF.K.1.D</b> Recognize and name all upper- and lowercase letters of the alphabet.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Alphabet</b></p> <ul style="list-style-type: none"> <li>My ABC Book (uppercase letters)—pp. 11–12</li> <li>About Me (name begins with uppercase letters)—p. 13</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Trace and Write (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>Uppercase Letters—p. 18</li> </ul> <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>Lowercase Letters—p. 21</li> <li>Uppercase and Lowercase Letters—pp. 35–36</li> <li>Match Uppercase and Lowercase Letters—pp. 49–50, 63–64</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p><b>TEACHER'S EDITION</b></p> <p><b>Alphabet Recognition</b></p> <ul style="list-style-type: none"> <li>• Uppercase Letters—TE pp. 9–10</li> <li>• Lowercase Letters—TE p. 21</li> <li>• Review Uppercase Letters—TE p. 26</li> <li>• Uppercase and Lowercase Letters—TE pp. 35–36</li> <li>• Match Uppercase and Lowercase Letters—TE pp. 49–50, 54, 63–64, 68</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• Alphabet Corner—TE pp. 10, 22</li> </ul> <p><b>Read Connected Text</b> (My ABC Book)</p> <ul style="list-style-type: none"> <li>• First Read (Read Together)—TE p. 12</li> </ul> <p><b>Print Concepts</b> (My ABC Book)</p> <ul style="list-style-type: none"> <li>• About Me—TE p. 13</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• Uppercase Letters—TE p. 18</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• Alphabet Review—TE pp. 30, 44, 72</li> <li>• Alphabet Concentration—TE p. 50</li> <li>• Alphabet Match Up—TE p. 58</li> <li>• Alphabet “Go Fish!”—TE p. 64</li> </ul> <p><b>Alphabet Review</b></p> <ul style="list-style-type: none"> <li>• Identify Lowercase Letters—TE p. 40</li> </ul>
<b>Phonological Awareness</b>	
<p><b>RF.K.2</b></p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p><b>RF.K.2.A</b></p> <p>Recognize and produce rhyming words orally.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96</li> <li>• Recognize and Produce Rhyme—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287</li> <li>• Recognize and Produce Rhyme and Alliteration—TE pp. 291, 337</li> </ul>

## READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>RF.K.2.B</b> Count, pronounce, blend, and segment syllables in spoken words.	<u>TEACHER'S EDITION</u> <b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Clap Syllables—TE pp. 11, 28</li> <li>Clap and Count Syllables—TE pp. 72, 75</li> <li>Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377</li> <li>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</li> </ul>
<b>RF.K.2.C</b> Blend and segment onsets and rimes of one-syllable spoken words.	<u>TEACHER'S EDITION</u> <b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182</li> </ul>
<b>RF.K.2.D</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<u>TEACHER'S EDITION</u> <b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Isolate Beginning Sounds—TE p. 42, 49, 58</li> <li>Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101</li> <li>Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323</li> <li>Isolate Medial Sounds—TE pp. 225, 237</li> </ul>
<b>RF.K.2.E</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<u>TEACHER'S EDITION</u> <b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Phonemic Manipulation: Add Sounds and Syllables—TE pp. 344, 346, 356, 358, 368, 370, 380, 382</li> <li>Phonemic Manipulation: Delete Syllables—TE pp. 349, 361</li> <li><b>Phonemic Manipulation: Substitute Sounds</b>—TE pp. 373, 385</li> </ul>
<b>RF.K.2.F</b> Add or substitute individual sounds (phonemes).	This standard begins in Grade 1.
<b>RF.K.2.G</b> Delete individual initial and final sounds.	This standard begins in Grade 1.

## READING STANDARDS: FOUNDATIONAL SKILLS

### Kindergarten ELA Standards

### From Phonics to Reading, Level K

#### Phonics and Word Recognition

##### RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

##### RF.K.3.A

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.

##### STUDENT BOOK/TEACHER'S EDITION

##### Unit 1 Short a

- Lesson 1 Mm—pp. 9–20
- Lesson 3 Ss—pp. 35–48
- Lesson 4 Tt—pp. 49–62
- Lesson 5 Pp—pp. 63–76

##### Unit 2 Short i

- Lesson 6 Nn—pp. 79–90
- Lesson 8 Cc—pp. 103–114
- Lesson 9 Ff—pp. 115–126
- Lesson 10 Dd—pp. 127–138

##### Unit 3 Short o

- Lesson 11 Hh—pp. 141–152
- Lesson 13 Rr—pp. 165–176
- Lesson 14 Bb—pp. 177–188
- Lesson 15 Ll—pp. 189–200

##### Unit 4 Short e

- Lesson 16 Kk—pp. 203–214
- Lesson 18 Gg—pp. 227–238
- Lesson 19 Ww—pp. 239–250
- Lesson 20 Xx—pp. 251–262

##### Unit 5 Short u

- Lesson 21 Vv—pp. 265–276
- Lesson 23 Jj—pp. 289–300
- Lesson 24 Qu—pp. 301–312
- Lesson 25 Yy—pp. 313–324

##### Unit 6 Introduction to Long Vowels

- Lesson 26 Zz—pp. 327–338

##### RF.K.3.B

Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g., open-go, closed-got).

##### STUDENT BOOK/TEACHER'S EDITION

##### Unit 1 Short a

- Lesson 2 Short a—pp. 21–34
- Lesson 3 Short o—pp. 35–48

##### Unit 2 Short i

- Lesson 7 Short i—pp. 91–102

##### Unit 3 Short o

- Lesson 12 Short o—pp. 153–164

##### Unit 4 Short e

- Lesson 17 Short e—pp. 215–226

*continued*

## READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards	From Phonics to Reading, Level K
	<p><b>Unit 5 Short u</b></p> <ul style="list-style-type: none"> <li>Lesson 22 Short u—pp. 277–288</li> </ul> <p><b>Unit 6 Introduction to Long Vowels</b></p> <ul style="list-style-type: none"> <li>Lesson 27 Short Vowel Review—pp. 339–350</li> <li>Lesson 28 Single Letter Long Vowels e, i, o—pp. 351–362</li> <li>Lesson 29 Final e (a_e)—pp. 363–374</li> <li>Lesson 30 Final e (o_e, i_e)—pp. 375–386</li> </ul>
<p><b>RF.K.3.C</b></p> <p>Read common <i>high-frequency</i> words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>RF.K.3.D</b></p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Cumulative Quick Check—TE pp. 17, 19, 24, 28, 30, 33, 38, 42, 44, 47, 52, 56, 58, 61, 66, 70, 72, 75, 81, 84, 86, 89, 93, 96, 98, 101, 105, 108, 110, 113, 117, 120, 122, 125, 129, 132, 134, 137, 143, 146, 148, 151, 155, 158, 160, 163, 167, 170, 172, 175, 179, 182, 184, 187, 191, 194, 196, 199, 205, 208, 210, 213, 217, 220, 222, 225, 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</li> </ul>
<p><b>RF.K.3.E</b> Decode CVC words.</p>	<p>Representative applications <u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>Blend It/Daily Practice: Build Fluency (decode CVC words)—Lesson 3 (Sam), p. 37; Lesson 4 (mat/sat), p. 51; Lesson 6 (tan/pan), p. 65; Lesson 5 (map/tap), p. 79; Lesson 6 (tan/pan), p. 79; Lesson 7 (sit/pat), p. 91; Lesson 8 (cat/cap), p. 103; Lesson 9 (fan/fat/fit), p. 115; Lesson 10 (dad/sad), p. 127; Lesson 11 (had/hit), p. 141; Lesson 12 (hot/not/dot), p. 153; Lesson 13 (rip/ran/rat), p. 165; Lesson 14 (bat/bad/bit), p. 177; Lesson 15 (lot/lip/lit), p. 189; Lesson 17 (men/ten), p. 215; Lesson 18 (leg/beg/big/pig), p. 227; Lesson 19 (wig/wag), p. 239; Lesson 20 (box/fox/mix/six), p. 251; Lesson 21 (van/vet), p. 265</li> </ul>
<p><b>RF.K.3.F</b> Decode one-syllable words (open and closed).</p>	<p>Representative applications <u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>Blend It/Daily Practice: Build Fluency (decode one-syllable words)—pp. 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Books (decode one-syllable words)—pp. 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</li> </ul>

## READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards	From Phonics to Reading, Level K
<b>Fluency</b>	
<b>RF.K.4</b> Read <i>grade-appropriate</i> texts with purpose and understanding.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Books—"My ABC Book," pp. 11-12, "I Can," pp. 25-26, "Sam," pp. 39-40, "Sam Sat," pp. 53-54, "I Like," pp. 67-68, "What Is It?," pp. 81-82, "Big and Little," pp. 93-94, "Good Cat," pp. 105-106, "Can It Fit?," pp. 117-118, "Dan and Dad," pp. 129-130, "Hats," pp. 143-144, "What Is This?," pp. 155-156, "Uh-oh!," pp. 167-168, "Good or Bad?," pp. 179-180, "Up and Down," pp. 191-192, "Run, Kim!," pp. 205-206, "Ten Little Men," pp. 217-218, "Where Am I?," pp. 229-230, "We Will Win!," pp. 241-242, "Six Boxes," pp. 253-254, "The Best Vet," pp. 267-268, "The Bus," pp. 279-280, "What Will Jan Do?," pp. 291-292, "Quick, Quick, Quick!," pp. 303-304, "Yes!," pp. 315-316, "Zig, Zag, Buzz!," pp. 329-330, "Lots of Fun," pp. 341-342, "We Play," pp. 353-354, "The Hat," pp. 365-366, "The Bike Ride," pp. 377-378</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>RF.K.4.A</b> Read <i>grade-appropriate</i> texts with purpose and understanding.	This standard begins in Grade 1.
<b>RF.K.4.B</b> Read <i>grade-appropriate</i> text orally with accuracy, appropriate rate, and expression.	This standard begins in Grade 1.
<b>RF.K.4.C</b> Use context in <i>grade-appropriate</i> text to confirm or self-correct word recognition and understanding, rereading as necessary.	This standard begins in Grade 2.



## Additional Aligned Content

### READING STANDARDS FOR LITERATURE

#### Kindergarten ELA Standards

#### *From Phonics to Reading, Level K*

#### Key Ideas and Details

##### **RL.K.1**

With prompting and support, ask and answer questions about key details in a text.

##### **TEACHER'S EDITION**

##### **Read Connected Text**

- 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

##### **RL.K.2**

With prompting and support, retell familiar stories, including key details.

##### **TEACHER'S EDITION**

##### **Read Connected Text**

- 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

##### **RL.K.3**

With prompting and support, identify characters, settings, and major events in a story.

##### **TEACHER'S EDITION**

##### **Read Connected Text**

- Take-Home Book: Check Comprehension (discuss characters and events of the story)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

#### Craft and Structure

##### **RL.K.4**

Ask and answer questions about unknown words in a text.

##### **TEACHER'S EDITION**

##### **Read Connected Text**

- Take-Home Book: First Read (Read Together) (point to each word/provide corrective feedback for difficult words)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

##### **RL.K.5**

Recognize common types of text (e.g., story-books, poems).

N/A

##### **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.

N/A

## READING STANDARDS FOR LITERATURE

### Kindergarten ELA Standards

### From Phonics to Reading, Level K

#### Integration of Knowledge and Ideas

##### RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).

##### Read Connected Text

- Take-Home Book (illustrated text)—pp. 12-13, 25-26, 39-40, 53-54, 67-68, 81-82, 93-94, 105-106, 117-118, 129-130, 143-144, 155-156, 167-168, 179-180, 191-192, 205-206, 217-218, 229-230, 241-242, 253-254, 267-268, 279-280, 291-292, 303-304, 315-316, 329-330, 341-342, 353-354, 365-366, 377-378

##### TEACHER'S EDITION

##### Read Connected Text

- Take-Home Book: Preview and Predict (find details in the first page picture)/Check Comprehension (find details in the illustrations)—TE pp. 12, 25, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
- Take-Home Book: Retell and Write (use illustrations as cues to retelling the story)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384

##### RL.K.8

(RL.K.8 not applicable to literature)

##### RL.K.9

With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.

N/A

#### Range of Reading and Level of Text Complexity

##### RL.K.10

Actively engage in teacher-led reading activities 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 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

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## READING STANDARDS FOR LITERATURE

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

## READING STANDARDS FOR INFORMATIONAL TEXT

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>Key Ideas and Details</b>	
<p><b>RI.K.1</b></p> <p>With prompting and support, ask and answer questions about key details in a text.</p>	N/A

## READING STANDARDS FOR INFORMATIONAL TEXT

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	N/A
<b>RI.K.3</b> With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).	N/A
<b>Craft and Structure</b>	
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	N/A
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	N/A
<b>RI.K.6</b> 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
<b>Integration of Knowledge and Ideas</b>	
<b>RI.K.7</b> With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	N/A
<b>RI.K.8</b> With prompting and support, identify the details an author gives to support points in a text.	N/A
<b>RI.K.9</b> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A

## READING STANDARDS FOR INFORMATIONAL TEXT

### Kindergarten ELA Standards

### From Phonics to Reading, Level K

#### Range of Reading and Level of Text Complexity

#### CSS.ELA-LITERACY.RI.K.10

Actively engage in teacher-led reading activities with purpose and understanding

N/A

## WRITING STANDARDS

### Kindergarten ELA Standards

### From Phonics to Reading, Level K

#### 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., My favorite book is...).

N/A

#### W.K.1.A

Introduce the topic and create an organizational structure when writing.

This standard begins in Grade 3.

#### W.K.1.B

Provide reasons that support the opinion.

This standard begins in Grade 3.

#### W.K.1.C

Use linking words and phrases to connect opinion and reasons.

This standard begins in Grade 3.

#### W.K.1.D

Provide a concluding statement or section.

This standard begins in Grade 3.

#### W.K.1.E

Provide a concluding statement or section that follows from an argument presented.

This standard begins in Grade 6.

## WRITING STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>W.K.2</b> 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.	<u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>• Draw About It—pp. 19, 33</li> <li>• 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</li> </ul> <u>TEACHER'S EDITION</u> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>W.K.2.A</b> Introduce a topic and group related information; include illustrations when useful to aiding comprehension.	This standard begins in Grade 3.
<b>W.K.2.B</b> Develop the topic with facts, definitions, and details.	This standard begins in Grade 3.
<b>W.K.2.C</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	This standard begins in Grade 3.
<b>W.K.2.D</b> Provide a concluding statement or section.	This standard begins in Grade 3.
<b>W.K.2.E</b> Establish and maintain a formal style.	This standard begins in Grade 6.
<b>W.K.2.F</b> Provide a concluding statement or section related to the information or explanation presented.	This standard begins in Grade 4.
<b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	<u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Introduction</b> <ul style="list-style-type: none"> <li>• Write About It (use lesson words to create a story)—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375</li> </ul>

## WRITING STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>W.K.3.A</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	This standard begins in Grade 3.
<b>W.K.3.B</b> Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	This standard begins in Grade 3.
<b>W.K.3.C</b> Use <i>temporal</i> words and phrases to signal event order.	This standard begins in Grade 3.
<b>W.K.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	This standard begins in Grade 4.
<b>W.K.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	This standard begins in Grade 3.

### Production and Distribution of Writing

<b>W.K.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	This standard begins in Grade 3.
<b>W.K.5</b> With prompting and support, respond to questions and add details to strengthen writing as needed.	<b><u>STUDENT BOOK/TEACHER'S EDITION</u></b> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>• Draw About It (share drawings with partners/get feedback)—pp. 19, 33</li> <li>• Write About It (share drawings with partners/get feedback/revise)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385</li> </ul>

## WRITING STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	Related content <b>TEACHER'S EDITION</b> <b>Learning Center</b> <ul style="list-style-type: none"> <li>Computer games and activities/digital tools/apps—TE pp. 10, 15, 22, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376</li> </ul>
<b>Research to Build and Present Knowledge</b>	
<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	<b>TEACHER'S EDITION</b> <b>Unit Opener</b> <ul style="list-style-type: none"> <li>Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 &amp; 8, 77 &amp; 78, 139 &amp; 140, 201 &amp; 202, 263 &amp; 263, 325 &amp; 326</li> </ul>
<b>W.K.8</b> With prompting and support, recall information from experiences or gather information from provided sources to answer a question.	<b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>W.K.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	This standard begins in Grade 4.
<b>W.K.9.A</b> Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").	This standard begins in Grade 4.
<b>W.K.9.B</b> Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text. ").	This standard begins in Grade 4.



## WRITING STANDARDS

### Kindergarten ELA Standards

### From Phonics to Reading, Level K

#### Range of Writing

##### W.K.10

With prompting and support write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

##### STUDENT BOOK/TEACHER'S EDITION

##### Introduction

- Write About It (use lesson words to create a story)—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375

##### TEACHER'S EDITION

##### Read Connected Text

- Take-Home Book: Retell and Write—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

## SPEAKING AND LISTENING STANDARDS

### 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.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

##### SL.K.1.B

Continue conversations by responding to the comments of others 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)—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,

*continued*

## SPEAKING AND LISTENING STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334, 346, 358, 370, 382</p> <p><b>Sound Sort</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>Draw About It (share drawings with partners, get feedback, revise as needed)—TE pp. 19, 33</li> <li>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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>Open Sort (discuss with partners ways to sort the words)—TE pp. 346, 358, 370, 382</li> </ul>
SL.K.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	This standard begins in Grade 1.
SL.K.1.D Explain their own ideas and understanding in light of the discussion.	This standard begins in Grade 3.
<p><b>SL.K.2</b></p> <p>With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

## SPEAKING AND LISTENING STANDARDS

Kindergarten ELA Standards	From Phonics to Reading, Level K
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.K.4</b> Describe familiar people, places, things, and events; provide additional details with prompting and support.	<b>TEACHER'S EDITION</b> <b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>Extend (create oral sentences/expand on one sentence by adding descriptive details)—TE pp. 9, 28, 42, 56, 70, 81, 93, 105, 117, 130, 143, 155, 168, 180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377</li> </ul> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>Take-Home Book: Preview and Predict (describe the first page picture)/Check Comprehension (find supporting details in illustrations)—TE pp. 12, 25, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378</li> </ul>
<b>SL.K.5</b> Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.	<b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Alphabet</b> <ul style="list-style-type: none"> <li>About Me (children draw a picture of themselves)—p. 13</li> </ul> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>Draw About It—pp. 19, 33</li> <li>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</li> </ul> <b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>Take-Home Book: Retell and Write (write a response to the story/encourage drawings)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384</li> </ul> <b>Learning Center</b> <ul style="list-style-type: none"> <li>Draw and Write (draw a picture for a word)—TE pp. 92, 204, 364</li> </ul>
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## SPEAKING AND LISTENING STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<ul style="list-style-type: none"> <li>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</li> </ul>

## LANGUAGE STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
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### Conventions of Standard English

<b>L.K.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage when writing or speaking as appropriate for Kindergarten.	
<b>L.K.1.A</b> Print all upper- and lowercase letters legibly.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Trace and Write (trace and write uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331</li> </ul> <p><b>Alphabet</b></p> <ul style="list-style-type: none"> <li>Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Address Fine Motor Skills (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69</li> </ul>
<b>L.K.1.B</b> Use frequently occurring nouns.	<p>Representative applications</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Books—"Big and Little" (<i>tree, pin</i>), pp. 93–94; "Ten Little Men" (<i>men, house</i>), pp. 217–218; "The Hat," pp. 365–366, "The Bike Ride," pp. 377–378</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>Think and Write (<i>pin, cap</i>), p. 132</li> </ul> <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS	
Kindergarten ELA Standards	From Phonics to Reading, Level K
	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Write (<i>cat, fox, rug</i>), p. 343</li> </ul>
<ul style="list-style-type: none"> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> </ul>	<b>TEACHER'S EDITION</b> <b>Word Study</b> <ul style="list-style-type: none"> <li>Plural Nouns with -s—TE pp. 83, 243, 283</li> <li>Plural Nouns with -es—TE p. 255</li> </ul> <b>Teacher Table: Intervention</b> <ul style="list-style-type: none"> <li>Word Study: Plural Nouns with -s—TE pp. 181, 243, 283</li> <li>Word Study: Plural Nouns with -es—TE p. 255</li> </ul>
<b>L.K.1.C</b> Use frequently occurring verbs.	Representative applications <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context—<i>like</i>, p. 66; <i>look</i>, p. 128; <i>make</i>, p. 216; <i>play</i>, p. 240; <i>hurt</i>, p. 266; <i>come</i>, p. 352</li> </ul> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>"What Will Jan Do?" (<i>jog, jump</i>), pp. 291–292; "Lots of Fun" (<i>like, ran</i>) pp. 341–342,</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Write (<i>sits, run, see</i>), p. 343</li> </ul>
<b>L.K.1.D</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	This standard begins in Grade 1.
<b>L.K.1.E</b> Use adjectives.	This standard begins in Grade 1.
<ul style="list-style-type: none"> <li>Use determiners, noun markers, to add specificity (e.g., a book, the book).</li> </ul>	This standard begins in Grade 1.
<b>L.K.1.F</b> Use conjunctions (e.g., and, but, or, so, because).	This standard begins in Grade 1.
<b>L.K.1.G</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).	Representative applications <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context—<i>on</i>, p. 52; <i>to</i>, p. 66; <i>under</i>, p. 166; <i>down, up</i>, p. 190; <i>with</i>, p. 228; <i>of</i>, p. 278; <i>out</i>, p. 302; <i>for</i>, p. 328</li> </ul>

LANGUAGE STANDARDS	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>L.K.1.H</b> Independently produce and expand complete sentences in shared language activities.	<u>TEACHER'S EDITION</u> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>Check Comprehension (prompt children to answer in complete sentences)—TE pp. 12, 25, 39, 53, 67, 119, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378</li> </ul>
<ul style="list-style-type: none"> <li>With prompting and support, use spaces to separate words in a sentence.</li> </ul>	<u>TEACHER'S EDITION</u> <b>Print Concepts</b> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (spaces between words in a sentence)—TE pp. 26, 40, 54, 68, 83, 94, 107, 119, 157, 219, 331</li> </ul>
<b>L.K.1.I</b> Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	This standard begins in Grade 4.
<b>L.K.1.J</b> Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).	Representative applications <u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context—<i>what</i>, p. 154; <i>where</i>, pp. 228, 376</li> </ul> <b>Cumulative Review</b> <ul style="list-style-type: none"> <li>Build Fluency—<i>where</i>, p. 236</li> </ul> <u>TEACHER'S EDITION</u> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>Check Comprehension—<i>how</i>, TE pp. 25, 280, 330, 354; <i>what</i>, <i>who</i>, TE pp. 39, 242; <i>where</i>, <i>why</i>, TE pp. 180, 206; <i>what</i>, <i>which</i>, <i>where</i>, <i>when</i>, TE p. 378</li> </ul>
<b>L.K.1.K</b> Print all upper- and lowercase letters legibly.	<u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Trace and Write (trace and write uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331</li> </ul> <b>Alphabet</b> <ul style="list-style-type: none"> <li>Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64</li> </ul> <u>TEACHER'S EDITION</u> <b>Handwriting</b> <ul style="list-style-type: none"> <li>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</li> </ul> <b>Teacher Table: Intervention</b> <ul style="list-style-type: none"> <li>Address Fine Motor Skills (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69</li> </ul>

## LANGUAGE STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<b>L.K.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.	
<b>L.K.2.A</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .	<u>TEACHER'S EDITION</u> <b>Print Concepts</b> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243</li> </ul> <b>Teacher Table: Intervention</b> <ul style="list-style-type: none"> <li>Think and Write (uppercase <i>I</i> is also the word <i>I</i>)—TE p. 29</li> </ul>
<b>L.K.2.B</b> Recognize and name end punctuation.	<u>TEACHER'S EDITION</u> <b>Print Concepts</b> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (end punctuation)—, TE pp. 145, 181, 193, 231, 281, 317, 355, 367</li> </ul>
<b>L.K.2.C</b> Use commas in dates and to separate single words in a series.	This standard begins in Grade 1.
<b>L.K.2.D</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Dictation</b> <ul style="list-style-type: none"> <li>Think and Write (write the letters for consonants and short-vowel sounds)—pp. 28, 42, 56, 70, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380</li> </ul> <b>Independent Practice</b> <ul style="list-style-type: none"> <li>Read and Write (say, circle the first letter of each picture name, then write the letter)—pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383</li> </ul> <u>TEACHER'S EDITION</u> <b>Dictation</b> <ul style="list-style-type: none"> <li>Think and Write—TE pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381</li> </ul> <b>Independent Practice</b> <ul style="list-style-type: none"> <li>Read and Write—TE pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383</li> </ul>

<b>LANGUAGE STANDARDS</b>	
<b>Kindergarten ELA Standards</b>	<b><i>From Phonics to Reading, Level K</i></b>
<ul style="list-style-type: none"> <li>Spell consonant-vowel-consonant (CVC) words correctly.</li> </ul>	<p>Representative applications <u><b>STUDENT BOOK/TEACHER'S EDITION</b></u></p> <p><b>CVC</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Daily Practice: Spell It—Lesson 3 (Sam), p. 37; Lesson 4 (mat/sat), p. 51; Lesson 6 (tan/pan), p. 65; Lesson 5 (map/tap), p. 79; Lesson 6 (tan/pan), p. 79; Lesson 7 (sit/pat), p. 91; Lesson 8 (cat/cap), p. 103; Lesson 9 (fan/fat/fit), p. 115; Lesson 10 (dad/sad), p. 127; Lesson 11 (had/hit), p. 141; Lesson 12 (hot/not/dot), p. 153; Lesson 13 (rip/ran/rat), p. 165; Lesson 14 (bat/bad/bit), p. 177; Lesson 15 (lot/lip/lit), p. 189; Lesson 17 (men/ten), p. 215; Lesson 18 (leg/beg/big/pig), p. 227; Lesson 19 (wig/wag), p. 239; Lesson 20 (box/fox/mix/six), p. 251; Lesson 21 (van/vet), p. 265</li> </ul>
<ul style="list-style-type: none"> <li>Spell words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p><u><b>STUDENT BOOK/TEACHER'S EDITION</b></u></p> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u><b>TEACHER'S EDITION</b></u></p> <p>[Day 3] <b>Word Building</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>



## LANGUAGE STANDARDS

### Kindergarten ELA Standards

### From Phonics to Reading, Level K

#### Knowledge of Language

##### L.K.3

Use knowledge of language and its conventions.

This standard begins in Grade 2.

##### L.K.3.A

Choose words and phrases for effect.

This standard begins in Grade 3.

##### L.K.3.B

Recognize and observe differences between the conventions of spoken and written *standard English*.

This standard begins in Grade 3.

#### 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.4.A

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

N/A

##### L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

##### TEACHER'S EDITION

##### Word Study

- Inflectional Ending -s—TE p. 95, 145, 231, 305

##### Teacher Table: Intervention

- Word Study: Inflectional Ending -s—TE pp. 95, 145, 231, 305

##### L.K.4.C

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

This standard begins in Grade 1.

LANGUAGE STANDARDS	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<b>L.K.5</b> With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings.	
<b>L.K.5.A</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Related content <u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Sound Sort</b> <ul style="list-style-type: none"> <li>Sort It Out—TE pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334</li> </ul> <b>Word Sort</b> <ul style="list-style-type: none"> <li>Sort It Out—TE pp. 346, 358, 370, 382</li> </ul> <u>TEACHER'S EDITION</u> <b>Sound Sort</b> <ul style="list-style-type: none"> <li>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</li> </ul> <b>Word Sort</b> <ul style="list-style-type: none"> <li>Open Sort (discuss ways to sort the words)—TE pp. 346, 358, 370, 382</li> </ul>
<b>L.K.5.B</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Representative applications <u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context—<i>big/little</i>, p. 92; <i>yes/no</i>, p. 116; <i>up/down</i>, p. 190</li> </ul> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>Take-Home Books—"Big and Little," pp. 93–94; "Up and Down," pp. 191–192</li> </ul>
<b>L.K.5.C</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<u>TEACHER'S EDITION</u> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>L.K.5.D</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Related content <u>TEACHER'S EDITION</u> <b>Introduce Sound-Spelling</b> <ul style="list-style-type: none"> <li>Learn and Say (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 37, 165, 189, 227, 239, 251, 265, 313, 327</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LANGUAGE STANDARDS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p><b>Teacher Table: English Language Learners</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Use in Context—pp. 24, 38, 52, 66, 80, 92, 105, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>Build Fluency (use new words)—pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>Listen and Spell (write words in sentences)—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>Write About It (use words acquired through conversation/reading/responding to texts)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Teacher Table: English Language Learners</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>