

From Phonics to Reading

Correlation to the Common Core State Standards for English Language Arts

Grade K



Key Aligned Content

Reading: Foundational Skills 2

Additional Aligned Content

Reading: Literature 7

Reading: Informational Text 9

Writing 11

Speaking & Listening 13

Language 15

Key Aligned Content

READING: FOUNDATIONAL SKILLS	
Kindergarten ELA Standards	From Phonics to Reading, Level K
Print Concepts	
<p>CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p>	
<p>CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (left to right, top to bottom)—TE pp. 83, 85, 94–95 <p>Related content Dictation</p> <ul style="list-style-type: none"> Think and Write (read/segment words left to right)—TE pp. 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381
<p>CCSS.ELA-LITERACY.L.RF.B Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> About Me (use letters of the alphabet to write words)—TE p. 13
<p>CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (words are separated by spaces)—TE pp. 26, 40, 54, 68, 119, 157, 219, 269, 331
<p>CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> My ABC Book (uppercase letters)—pp. 11–12 About Me (name begins with uppercase letters)—p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> Trace and Write (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> Uppercase Letters—p. 18 <p>Alphabet</p> <ul style="list-style-type: none"> Lowercase Letters—p. 21 Uppercase and Lowercase Letters—pp. 35–36 Match Uppercase and Lowercase Letters—pp. 49–50, 63–64

READING: FOUNDATIONAL SKILLS	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<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>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
Phonological Awareness	
<p>CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96 • Recognize and Produce Rhyme—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287 • Recognize and Produce Rhyme and Alliteration—TE pp. 291, 337

READING: FOUNDATIONAL SKILLS	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11, 28 • Clap and Count Syllables—TE pp. 72, 75 • Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377 • Oral Segmentation—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353
<p>CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182
<p>CCSS.ELA-LITERACY.RF.K.2.D 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/.)</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Isolate Beginning Sounds—TE p. 42, 49, 58 • Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 • Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323 • Isolate Medial Sounds—TE pp. 225, 237
<p>CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385
<p>Phonics and Word Recognition</p>	
<p>CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 1 Short a</p> <ul style="list-style-type: none"> • Lesson 2 Short a—pp. 21–34 • Lesson 3 Short o—pp. 35–48 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> • Lesson 7 Short i—pp. 91–102 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL SKILLS	
Kindergarten ELA Standards	From Phonics to Reading, Level K
	<p>Unit 3 Short o</p> <ul style="list-style-type: none"> Lesson 12 Short o—pp. 153–164 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> Lesson 17 Short e—pp. 215–226 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> Lesson 22 Short u—pp. 277–288 <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> Lesson 27 Short Vowel Review—pp. 339–350 Lesson 28 Single Letter Long Vowels e, i, o—pp. 351–362 Lesson 29 Final e (a_e)—pp. 363–374 Lesson 30 Final e (o_e, i_e)—pp. 375–386
<p>CCSS.ELA-LITERACY.RF.K.3.C</p> <p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—Lesson 2 (I, can), p. 24; Lesson 3 (see, a), p. 38; Lesson 4 (the, on), p. 52; Lesson 5 (like, to), p. 66; Lesson 6 (is, it), p. 80; Lesson 7 (big, little), p. 92; Lesson 8 (my, good), p. 104; Lesson 9 (yes, no), p. 116; Lesson 10 (look, he), p. 128; Lesson 11 (do, you), p. 142; Lesson 12 (what, this), p. 154; Lesson 13 (and, under), p. 166; Lesson 14 (or, are), p. 178; Lesson 15 (up, down), p. 190; Lesson 16 (she, her), p. 204; Lesson 17 (make, they), p. 216; Lesson 18 (where, with), p. 228; Lesson 19 (we, play), p. 240; Lesson 20 (one, have), p. 252; Lesson 21 (go, hurt), p. 266; Lesson 22 (day, of), p. 278; Lesson 23 (said, that), p. 290; Lesson 24 (there, out), p. 302; Lesson 25 (all, read), p. 314; Lesson 26 (for, finds), p. 328; Lesson 27 (was, too), p. 340; Lesson 28 (come, some), p. 352; Lesson 29 (your, very), p. 364; Lesson 30 (use, blue), p. 376
<p>CCSS.ELA-LITERACY.RF.K.3.D</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Introduction</p> <ul style="list-style-type: none"> Spell It—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>TEACHER'S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write (connect correct spelling with letter sounds)—TE pp. 29, 43, 45, 57, 59, 71, 73, 85, 87, 97, 99, 109, 111, 121, 123, 133, 135, 147, 149, 159, 161, 171, 173, 183, 185, 195, 197, 209, 211, 221, 223, 233, 235, 245, 247, 257, 259, 271, 273, 283, 285, 295, 297, 307, 309, 319, 321, 333, 335, 345, 347, 357, 359, 369, 371, 381, 383 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL SKILLS

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (correcting spelling errors)—TE pp. 45, 59, 73, 87, 99, 111, 123, 124, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It—TE pp. 14, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Cumulative Quick Check—TE pp. 17, 19, 24, 28, 30, 33, 38, 42, 44, 47, 52, 56, 58, 61, 66, 70, 72, 75, 81, 84, 86, 89, 93, 96, 98, 101, 105, 108, 110, 113, 117, 120, 122, 125, 129, 132, 134, 137, 143, 146, 148, 151, 155, 158, 160, 163, 167, 170, 172, 175, 179, 182, 184, 187, 191, 194, 196, 199, 205, 208, 210, 213, 217, 220, 222, 225, 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
<p>Fluency</p> <p>CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—"My ABC Book," pp. 11-12, "I Can," pp. 25-26, "Sam," pp. 39-40, "Sam Sat," pp. 53-54, "I Like," pp. 67-68, "What Is It?," pp. 81-82, "Big and Little," pp. 93-94, "Good Cat," pp. 105-106, "Can It Fit?," pp. 117-118, "Dan and Dad," pp. 129-130, "Hats," pp. 143-144, "What Is This?," pp. 155-156, "Uh-oh!," pp. 167-168, "Good or Bad?," pp. 179-180, "Up and Down," pp. 191-192, "Up and Down," pp. 205-206, "Ten Little Men," pp. 217-218, "Where Am I?," pp. 229-230, "We Will Win!," pp. 241-242, "Six Boxes," pp. 253-254, "The Best Vet," pp. 267-268, "The Bus," pp. 279-280, "What Will Jan Do?," pp. 291-292, "Quick, Quick, Quick!," pp. 303-304, "Yes!," pp. 315-316, "Zig, Zag, Buzz!," pp. 329-330, "Lots of Fun," pp. 341-342, "We Play," pp. 353-354, "The Hat," pp. 365-366, "The Bike Ride," pp. 377-378 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about the text)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

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Additional Aligned Content

READING: LITERATURE	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
Key Ideas and Details	
<p>CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about key details)—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>CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write—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>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss characters and events of the story)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
Craft and Structure	
<p>CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (point to each word/provide corrective feedback for difficult words)—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>CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., story-books, poems).</p>	N/A
<p>CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	N/A

READING: LITERATURE

Kindergarten ELA Standards

From Phonics to Reading, Level K

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

CCSS.ELA-LITERACY.RL.K.8

(RL.K.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

N/A

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group 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, "Up and Down," 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

continued

READING: LITERATURE

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

READING: INFORMATIONAL TEXT

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

READING: INFORMATIONAL TEXT	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<p>CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	N/A
<p>CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	N/A
Craft and Structure	
<p>CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	N/A
<p>CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	N/A
<p>CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	N/A
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	N/A
<p>CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	N/A
<p>CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	N/A

READING: 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 group reading activities with purpose and understanding.

N/A

WRITING

Kindergarten ELA Standards

From Phonics to Reading, Level K

Text Types and Purposes

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

STUDENT BOOK/TEACHER'S EDITION

Writing Extension

- **Draw About It**—pp. 19, 33
- **Write About It** (draw a picture/write about the picture)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385

TEACHER'S EDITION

Read Connected Text

- **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

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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

WRITING	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
Production and Distribution of Writing	
CCSS.ELA-LITERACY.W.K.4 (W.K.4 begins in grade 3)	
CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension <ul style="list-style-type: none"> • Draw About It (share drawings with partners/get feedback)—pp. 19, 33 • 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
CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Related content <u>TEACHER'S EDITION</u> Learning Center <ul style="list-style-type: none"> • Computer games and activities/apps—TE pp. 10, 15, 22, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376
Research to Build and Present Knowledge	
CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<u>TEACHER'S EDITION</u> Unit Opener <ul style="list-style-type: none"> • Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326
CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<u>TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (recall information from story)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
CCSS.ELA-LITERACY.W.K.9 (W.K.9 begins in grade 4)	
Range of Writing	
CCSS.ELA-LITERACY.W.K.10 (W.K.10 begins in grade 3)	

SPEAKING & LISTENING

Kindergarten ELA Standards

From Phonics to Reading, Level K

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.K.1

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

CCSS.ELA-LITERACY.SL.K.1.A

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

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

STUDENT BOOK/TEACHER'S EDITION

Daily Practice (do one activity each day)

- **Build Fluency** (read to a partner)/**Spell It** (partners say and write each word)—pp. 9, 21, 35, 49, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375

High-Frequency Words

- **Use in Context** (read finished sentences to a partner)—TE pp. 24, 38, 52, 66, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376

TEACHER'S EDITION

Learning Center

- Work with partners—TE pp. 10, 15, 22, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376

Independent/Partner Work

- **Build Fluency** (reread Take-Home Book with a partner)—TE pp. 12, 19, 25, 33, 39, 47, 53, 61, 67, 74, 75, 82, 89, 94, 101, 106, 113, 118, 125, 130, 137, 144, 151, 156, 163, 168, 175, 180, 187, 192, 199, 206, 213, 218, 225, 230, 237, 242, 249, 254, 261, 268, 275, 280, 287, 292, 299, 304, 311, 316, 323, 330, 337, 342, 349, 354, 361, 366, 373, 378, 385
- **Reread Connected Text** (reread Take-Home Book with a partner)—TE pp. 13, 26, 40, 54, 68, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334, 346, 358, 370, 382

Sound Sort

- **Open Sort** (discuss with partners ways to sort words)—TE pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334

Read Connected Text

- **Second Read/Retell and Write** (read/retell story to a partner)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384

Writing Extension

- **Draw About It** (share drawings with partners, get feedback, revise as needed)—TE pp. 19, 33

continued

SPEAKING & LISTENING	
Kindergarten ELA Standards	From Phonics to Reading, Level K
	<ul style="list-style-type: none"> • Draw About It (get feedback from partners, revise as needed)—TE pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write (say each sentence to a partner)—TE pp. 24, 38, 52, 66, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Word Sort</p> <ul style="list-style-type: none"> • Open Sort (discuss with partners ways to sort the words)—TE pp. 346, 358, 370, 382
<p>CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—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>CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
Presentation of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create oral sentences/expand on one sentence by adding descriptive details)—TE pp. 9, 28, 42, 56, 70, 81, 93, 105, 117, 130, 143, 155, 168, 180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (describe the first page picture)/Check Comprehension (find supporting details in illustrations)—TE pp. 12, 25, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> • About Me (children draw a picture of themselves)—p. 13 <p style="text-align: right;"><i>continued</i></p>

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SPEAKING & LISTENING	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>Writing Extension</p> <ul style="list-style-type: none"> • Draw About It—pp. 19, 33 • Write About It (draw a picture/write about the picture)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (write a response to the story/encourage drawings)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>Learning Center</p> <ul style="list-style-type: none"> • Draw and Write (draw a picture for a word)—TE pp. 92, 204, 364
<p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 • Second Read/Retell and Write (read/retell story to a partner)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
LANGUAGE	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
Conventions of Standard English	
<p>CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (trace and write uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p style="text-align: right; margin-top: 10px;"><i>continued</i></p>

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LANGUAGE	
Kindergarten ELA Standards	From Phonics to Reading, Level K
	<p>Alphabet</p> <ul style="list-style-type: none"> Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64 <p>TEACHER'S EDITION</p> <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>CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs..</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—<i>I</i>, p. 24; <i>see</i>, p. 38; <i>is</i>, p. 80; <i>you</i>, p. 142; <i>she</i>, p. 204; <i>we</i>, <i>play</i>, p. 240; <i>go</i>, p. 266
<p>CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i>, <i>dogs</i>; <i>wish</i>, <i>wishes</i>).</p>	<p>TEACHER'S EDITION [Day 2] 6. Word Study</p> <ul style="list-style-type: none"> Plurals Nouns with -s—TE pp. 83, 181, 243, 293 Plurals Nouns with -es—TE p. 255 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Plurals with -s—TE pp. 83, 181, 243, 293 Word Study: Plurals Nouns with -es—TE p. 255
<p>CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, <i>how</i>).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—<i>what</i>, p. 154; <i>where</i>, pp. 228, 376 <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency—<i>where</i>, p. 236 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Check Comprehension—<i>how</i>, TE pp. 25, 280, 330, 354 Check Comprehension—<i>what</i>, <i>who</i>, TE pp. 39, 242 Check Comprehension—<i>where</i>, <i>why</i>, TE pp. 180, 206 Check Comprehension—<i>what</i>, <i>which</i>, <i>where</i>, <i>when</i>, TE p. 378
<p>CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>by</i>, <i>with</i>).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—<i>on</i>, p. 52; <i>to</i>, p. 66; <i>under</i>, p. 166; <i>down</i>, <i>up</i>, p. 190; <i>with</i>, p. 228; <i>of</i>, p. 278; <i>out</i>, p. 302; <i>for</i>, p. 328

LANGUAGE	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Check Comprehension (prompt children to answer in complete sentences)—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>CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (uppercase <i>I</i> is also the word <i>I</i>)—TE p. 29
<p>CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (end punctuation)—TE pp. 145, 181, 193, 231, 281, 317, 355, 367 <p>See also related</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (commas)—TE pp. 293, 343 • Understanding How Sentences Work (quotation marks)—TE pp. 293, 343, 355
<p>CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> • Think and Write (write the letters for consonants and short-vowel sounds)—pp. 28, 42, 56, 70, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Independent Practice</p> <ul style="list-style-type: none"> • Read and Write (say, circle the first letter of each picture name, then write the letter)—pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383 <p>TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> • Think and Write—TE pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p style="text-align: right;"><i>continued</i></p>

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LANGUAGE	
Kindergarten ELA Standards	From Phonics to Reading, Level K
	<p>Independent Practice</p> <ul style="list-style-type: none"> • Read and Write—TE pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383
<p>CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Building</p> <ul style="list-style-type: none"> • Trace, Write, and Build (spell words aloud as they trace, write, and build them with letter cards)—pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p>TEACHER'S EDITION [Day 3] 5. 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
Knowledge of Language	
<p>CCSS.ELA-LITERACY.L.K.3 (L.K.3 begins in grade 2)</p>	
Voicabulary Acquisition and Use	
<p>CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	
<p>CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>	N/A

LANGUAGE	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>CCSS.ELA-LITERACY.L.K.4.B Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Inflectional Ending <i>-s</i>—TE p. 95, 145, 231, 305 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Inflectional Ending <i>-s</i>—TE pp. 95, 145, 231, 305
<p>CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	
<p>CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Sound Sort</p> <ul style="list-style-type: none"> Sort It Out—TE pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334 <p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out—TE pp. 346, 358, 370, 382 <p>TEACHER'S EDITION Sound Sort</p> <ul style="list-style-type: none"> Open Sort (discuss with partners ways to sort words)—TE pp. 15, 30, 31, 44, 58, 72, 86, 98, 110, 122, 134, 148, 160, 172, 184, 196, 210, 222, 234, 246, 258, 272, 284, 296, 308, 320, 334 <p>Word Sort</p> <ul style="list-style-type: none"> Open Sort (discuss ways to sort the words)—TE pp. 346, 358, 370, 382
<p>CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	N/A
<p>CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	N/A

LANGUAGE	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>Related content</p> <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Say (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 37, 165, 189, 227, 239, 251, 265, 313, 327 <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375
<p>CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context—pp. 24, 38, 52, 66, 80, 92, 105, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (use new words)—pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write words in sentences)—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (use words acquired through conversation/reading/responding to texts)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>TEACHER'S EDITION</p> <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write words in sentences)—TE pp. 45, 59, 73, 87, 99, 111, 123, 124, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 38