

From Phonics to Reading

Correlation to the Kansas Standards for
English Language Arts ADOPTED NOVEMBER 2017

Grade K



Key Aligned Content

Reading: Foundational..... 2

Additional Aligned Content

Writing..... 13

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Key Aligned Content

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

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Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<p>RF.K.1.c Understand that words are separated by spaces in print and can point with one-to-one correspondence.</p>	<p><u>TEACHER'S EDITION</u> Phonemic Awareness</p> <ul style="list-style-type: none"> Identify Words in Spoken Sentences (recognize/count words in the sentence)—TE pp. 24, 38, 52, 66 <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (use spaces between words to know where one word ends and another begins)—TE pp. 119, 157, 219, 269, 331 Understanding How Sentences Work (count the words in the sentence)—TE pp. 26, 40, 54, 68, 269, 331 <p><u>DIGITAL RESOURCES</u> Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Words and Space (point out spaces between one word and the next/model clapping for each word in a sentence) Sentences (groups of words are organized in sentences) Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> Identify the difference between a word and a sentence.
<p>RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Alphabet</p> <ul style="list-style-type: none"> My ABC Book (uppercase letters)—pp. 11-12 About Me (name begins with uppercase letters)—p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> Trace and Write (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> Uppercase Letters—p. 18 <p>Alphabet</p> <ul style="list-style-type: none"> Lowercase Letters—p. 21 Uppercase and Lowercase Letters—pp. 35-36 Match Uppercase and Lowercase Letters—pp. 49-50, 63-64 <p><u>TEACHER'S EDITION</u> 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 style="text-align: right;"><i>continued</i></p>

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Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<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 <p>DIGITAL RESOURCES</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Alphabet Recognition (identify all upper- and lowercase letters/distinguish numbers from letters/use magnets, letter cards, or other manipulatives to practice alphabet recognition) <p>Assessment</p> <ul style="list-style-type: none"> Letter-Name and Letter-Sound Assessments
<p>Phonological Awareness</p>	
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p>	
<p>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 <p style="text-align: right;"><i>continued</i></p>

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Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>DIGITAL RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> ● Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness (rhyme)—pp. 15–18 ● Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness <ul style="list-style-type: none"> ○ Rhyme <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ○ Activity Type 1: Rhyme and Alliteration—p. 2 ○ Activity Type 2: Oddity Tasks (rhyme)—p. 3 ● Modeling the Tasks <ul style="list-style-type: none"> ○ Rhyme Routine—p. 4
<p>RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> ● Learn and Say/Say It—pp. 14, 23 ● Learn and Blend/Blend It—pp. 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> ● Learn and Say/Say It—TE pp. 14, 23 ● Learn and Blend/Blend It—TE pp. 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Phonemic Awareness</p> <ul style="list-style-type: none"> ● Clap Syllables—TE pp. 11, 28 ● Blend Syllables—TE pp. 14, 30, 61 ● Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377 ● Clap and Count Syllables—TE pp. 72, 75 ● Oral Segmentation—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> ● Say It—TE p. 17, 19, 24, 28 ● Blend It—TE pp. 38, 52, 66, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p>Dictation</p> <ul style="list-style-type: none"> ● Think and Write (model segmenting each words)—TE pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p><u>DIGITAL RESOURCES</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> ● Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness—pp. 15-18 ○ Blending—pp. 19-22 ● High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Blending ○ Video: Phonological Awareness (oral segmentation) ● Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness (oral blending, oral segmentation) <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ○ Activity Type 3: Oral Blending—p. 3 <ol style="list-style-type: none"> 1. Syllables (Say the syllables in a word and have students put them together, as in “ta . . . ble.”) ○ Activity Type 4: Oral Segmentation—p. 3 <ol style="list-style-type: none"> 1. Syllables Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”) <p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> ● Blend It <p>Related content</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Modeling the Tasks <ul style="list-style-type: none"> ○ Oral Blending Routine (Sound by Sound)—p. 5 ○ Oral Segmentation Routine (Sound by Sound)—pp. 6-7
<p>RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> ● Oral Blending (onset and rime)—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177 ● Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182 <p><u>DIGITAL RESOURCES</u></p> <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ○ Activity Type 3: Oral Blending—p. 3 <ol style="list-style-type: none"> 2. Onset and rime ○ Activity Type 4: Oral Segmentation—p. 3 <ol style="list-style-type: none"> 2. Onset and rime ○ Modeling the Tasks <ul style="list-style-type: none"> ○ Oral Blending Routine (Onset/Rime)—p. 8 ○ Oral Segmentation Routine (Onset/Rime)—p. 9

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Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<p>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>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> ● Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness (Oddity Tasks)—pp. 15–18 <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ○ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3 ● Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness <ul style="list-style-type: none"> ○ Oddity Tasks
<p>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: Add Sounds and Syllables—TE pp. 344, 346, 356, 358, 368, 370, 380, 382 ● Phonemic Manipulation: Delete Syllables—TE pp. 349, 361 ● Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385 <p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> ● Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness (Phonemic Manipulation)—pp. 15–18 ● Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness <ul style="list-style-type: none"> ○ Phonemic Manipulation <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ○ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)—p. 3 ○ Modeling the Tasks <ul style="list-style-type: none"> ○ Phonemic Manipulation Routine (Substitution)—p. 10 ○ Phonemic Manipulation Routine (Addition)—p. 11 ○ Phonemic Manipulation Routine (Deletion)—p. 12

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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 primary or many of the most frequent sounds 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

DIGITAL RESOURCES

ABC Express Add-on Practice and Application Activities

- Instructional Resources
 - Lesson 1: Ss, Mm
 - Lesson 2: Tt, Dd
 - Lesson 3: Pp
 - Lesson 4: Ff, Hh
 - Lesson 5: Ll, Bb
 - Lesson 6: Cc
 - Lesson 7: Rr, Gg
 - Lesson 8: Ww

continued

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Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<ul style="list-style-type: none"> ○ Lesson 9: Jj, Kk ○ Lesson 10: Vv ○ Lesson 11: Yy, Zz ○ Lesson 12: Xx, Qu <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> ● Isolate Beginning Sounds—TE p. 42, 49, 58 ● Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 ● Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323 <p>DIGITAL RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> ● Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Phonological Awareness (Oddity Tasks)—pp. 15-18 ● Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Phonological Awareness <ul style="list-style-type: none"> ○ Task Type 2: Oddity Tasks (categorization) <ol style="list-style-type: none"> 2. Beginning consonants 3. Ending consonants 6. Medial sounds (consonants) <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ○ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3
<p>RF.K.3.b</p> <p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> ● Lesson 2 Short a—pp. 21-34 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> ● Lesson 7 Short i—pp. 91-102 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> ● Lesson 12 Short o—pp. 153-164 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> ● Lesson 17 Short e—pp. 215-226 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> ● Lesson 22 Short u—pp. 277-288 <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> ● Lesson 27 Short Vowel Review—pp. 339-350 ● Lesson 28 Single Letter Long Vowels e, i, o—pp. 351-362 ● Lesson 29 Final e (a_e)—pp. 363-374 ● Lesson 30 Final e (o_e, i_e)—pp. 375-386 <p style="text-align: right;"><i>continued</i></p>

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Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>DIGITAL RESOURCES ABC Express Add-on Practice and Application Activities</p> <ul style="list-style-type: none"> • Instructional Resources <ul style="list-style-type: none"> ◦ Lesson 3: Short i, Pp ◦ Lesson 6: Short o, Cc ◦ Lesson 8: Short u, Ww ◦ Lesson 10: Short e, Vv
<p>RF.K.3.C 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 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>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (use high-frequency words)—pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • [Day 1/Day 2] Read-Spell-Write—TE pp. 24-25, 38-39, 52-53, 66-67, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 • [Day 2] Review/Extend—TE pp. 81, 93, 105-106, 117-118, 129-130, 143, 155, 167-168, 179-180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377-378 • [Day 3] Review/Extend/Use in Context—TE pp. 28, 42, 56, 70, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 • [Day 5] Build Fluency: Review (read completed sentence frames)—TE pp. 33, 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385 <p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31-34 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<ul style="list-style-type: none"> ● High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ○ Video: High-Frequency Words High-Frequency Words ● Teacher’s Guide to High-Frequency Words <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ High-Frequency Words—pp. 31-34 ● High-Frequency Word Assessments <ul style="list-style-type: none"> ○ Directions/Next Steps—p. 1 ○ Forms <ul style="list-style-type: none"> ○ High-Frequency Word Assessment: Teacher Form (Kindergarten)—p. 2 ○ High-Frequency Word Assessment: Student Form (Kindergarten)—p. 3
<p>RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> ● Listen and Spell—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Introduction</p> <ul style="list-style-type: none"> ● Spell It—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>TEACHER’S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> ● Think and Write (connect correct spelling with letter sounds)—TE pp. 29, 43, 45, 57, 59, 71, 73, 85, 87, 97, 99, 109, 111, 121, 123, 133, 135, 147, 149, 159, 161, 171, 173, 183, 185, 195, 197, 209, 211, 221, 223, 233, 235, 245, 247, 257, 259, 271, 273, 283, 285, 295, 297, 307, 309, 319, 321, 333, 335, 345, 347, 357, 359, 369, 371, 381, 383 <p>Dictation</p> <ul style="list-style-type: none"> ● Listen and Spell (correcting spelling errors)—TE pp. 45, 59, 73, 87, 99, 111, 123, 124, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> ● Learn and Blend/Blend It—TE pp. 14, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> ● Cumulative Quick Check—TE pp. 17, 19, 24, 28, 30, 33, 38, 42, 44, 47, 52, 56, 58, 61, 66, 70, 72, 75, 81, 84, 86, 89, 93, 96, 98, 101, 105, 108, 110, 113, 117, 120, 122, 125, 129, 132, 134, 137, 143, 146, 148, 151, 155, 158, 160, 163, 167, 170, 172, 175, 179, 182, 184, 187, 191, 194, 196, 199, 205, 208, 210, 213, 217, 220, 222, 225, 29, 232, 234, 237, 241, 244, 246, 249, 253, 256, 258, 261, 267, 270, 272, 275, 279, 282, 284, 287, 291, 294, 296, 299, 303, 306, 308, 311, 315, 318, 320, 323, 329, 332, 334, 337, 341, 344, <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>346, 349, 353, 356, 358, 361, 365, 368, 370, 373, 377, 380, 382, 385</p> <p>DIGITAL RESOURCES</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> ● Spelling Instructional Guide <ul style="list-style-type: none"> ○ Kindergarten Spelling Guide, pp. 4–6 ○ Kindergarten Writing Notebook Mastery Checklist, pp. 7–8

Fluency

<p>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; "Run, Kim!," pp. 205–206; "Ten Little Men," pp. 217–218; "Where Am I?," pp. 229–230; "We Will Win!," pp. 241–242; "Six Boxes," pp. 253–254; "The Best Vet," pp. 267–268; "The Bus," pp. 279–280; "What Will Jan Do?," pp. 291–292; "Quick, Quick, Quick!," pp. 303–304; "Yes!," pp. 315–316; "Zig, Zag, Buzz!," pp. 329–330; "Lots of Fun," pp. 341–342; "We Play," pp. 353–354; "The Hat," pp. 365–366; "The Bike Ride," pp. 377–378 <p>TEACHER'S EDITION</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

WRITING	
Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
Text Types and Purposes	
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	N/A
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> 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><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell story in their own words/write a response/encourage drawings)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction</p> <ul style="list-style-type: none"> • Write About It (use lesson words to create a story)—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375
Production and Distribution of Writing	
<p>W.K.4 (Begins in grade 3)</p>	
<p>W.K.5 <i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i></p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Writing Extension</p> <ul style="list-style-type: none"> • Draw About It (share drawings with partners/get feedback)—pp. 19, 33 • Write About It (share drawings 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

WRITING	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>W.K.6 <i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p>	<p>Related content</p> <p>TEACHER'S EDITION Learning Center</p> <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	
<p>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).</p>	<p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326
<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <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
<p>W.K.9 (Begins in grade 4)</p>	
Language in Writing	
<p>W.K.10 Demonstrate command of the conventions of standard English grammar and usage when writing.</p>	
<p>W.K.10.a Print many upper- and lowercase letters.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> Trace and Write (trace and write uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Alphabet</p> <ul style="list-style-type: none"> Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64 <p>TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> Trace and Write (uppercase and lowercase letters)—TE pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p style="text-align: right;"><i>continued</i></p>

WRITING	
Kindergarten ELA Standards	From Phonics to Reading, Level K
	<p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Address Fine Motor Skills (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69 <p>DIGITAL RESOURCES</p> <p>Letter Formation</p> <ul style="list-style-type: none"> Letter Formation Instruction <ul style="list-style-type: none"> Pencil Grip—p. 1 Posture—p. 2 Spacing—p. 3 Strokes—p. 3 General Tips—p. 4 Letter Formation Guide—pp. 5–8 Level K (Kindergarten) Handwriting Scope and Sequence—pp. 9–11 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>W.K.10.b Use frequently occurring nouns and verbs in writing.</p>	<p>Models (context for instruction)</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>l</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>W.K.10.c 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>Models (context for instruction)</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>W.K.10.d Use the most frequently occurring prepositions in written work (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>Models (context for instruction)</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

WRITING	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>W.K.10.e Produce and expand complete sentences in shared language activities.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss answers to comprehension questions/direct 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>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (prompt children to expand on one sentence by adding details or combining two ideas using <i>and</i>)—TE pp. 81, 93, 105-106, 117-118, 129-130, 143, 155, 167-168, 179-180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377-378
<p>W.K.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>W.K.11.a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p><u>TEACHER'S EDITION</u> 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>W.K.11.b Recognize and name end punctuation.</p>	<p><u>TEACHER'S EDITION</u> Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (end punctuation)—, TE pp. 145, 181, 193, 231, 281, 317, 355, 367 <p>See related content</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (commas)—TE pp. 293, 343 • Understanding How Sentences Work (quotation marks)—TE pp. 293, 343, 355 <p><u>DIGITAL RESOURCES</u> Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> ◦ Sentences (sentences end with punctuation marks like periods, question marks, and exclamation marks) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify punctuation marks and understand their purpose.

WRITING

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<p>W.K.11.c Write a letter or letters for most consonant and short vowel sounds.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> 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><u>TEACHER'S EDITION</u> Dictation</p> <ul style="list-style-type: none"> Think and Write—TE pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p>Independent Practice</p> <ul style="list-style-type: none"> Read and Write—TE pp. 31, 45, 59, 73, 87, 99, 111, 123, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383
<p>W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Building</p> <ul style="list-style-type: none"> Trace, Write, and Build (spell words aloud as they trace, write, and build them with letter cards)—pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell—pp. 42, 56, 70, 84, 96, 108, 120, 121, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 <p>Introduction</p> <ul style="list-style-type: none"> Spell It—pp. 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375
<p>Range of Writing</p>	
<p>W.K.12 (Begins in grade 3)</p>	

SPEAKING AND LISTENING

Kindergarten ELA Standards

From Phonics to Reading, Level K

Comprehension and Collaboration

SL.K.1

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

SL.K.1.a

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

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, 62, 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
- 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

continued

SPEAKING AND LISTENING

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<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>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>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
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.K.4 Use details to describe familiar people, places, things, or events with prompting and support.</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>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>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 style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Retell and Write (write a response to the story/encourage drawings)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>Learning Center</p> <ul style="list-style-type: none"> Draw and Write (draw a picture for a word)—TE pp. 92, 204, 364
<p>SL.K.6 Speak with appropriate volume, enunciation, and rate, or order to express thoughts, feelings, and ideas clearly.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (ask and answer questions about text read aloud)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 Second Read/Retell and Write (read/retell story to a partner)—TE pp. 16, 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
<p>Language in Speaking and Listening</p>	
<p>SL.K.7 Demonstrate command of the conventions of standards English grammar and usage when speaking.</p>	
<p>SL.K.7.a Use frequently occurring nouns and verbs in speech.</p>	<p>Models (context for instruction)</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—I, p. 24; see, p. 38; is, p. 80; you, p. 142; she, p. 204; we, play, p. 240; go, p. 266
<p>SL.K.7.b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</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>SL.K.7.c Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p>Models (context for instruction)</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—<i>what</i>, p. 154; <i>where</i>, pp. 228, 376 <p style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<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, who</i>, TE pp. 39, 242 Check Comprehension—<i>where, why</i>, TE pp. 180, 206 Check Comprehension—<i>what, which, where, when</i>, TE p. 378
<p>SL.K.7.d</p> <p>Use the most frequently occurring prepositions in written work (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p>Models (context for instruction)</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, up</i>, p. 190; <i>with</i>, p. 228; <i>of</i>, p. 278; <i>out</i>, p. 302; <i>for</i>, p. 328
<p>SL.K.7.e</p> <p>Produce and expand complete sentences in shared language activities.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (discuss answers to comprehension questions/direct 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>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (prompt children to expand on one sentence by adding details or combining two ideas using <i>and</i>)—TE pp. 81, 93, 105-106, 117-118, 129-130, 143, 155, 167-168, 179-180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377-378
<p>SL.K.6</p> <p>Use words and phrases acquired through conversations, reading, and through being read to.</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, <p style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
	<p>137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385</p> <p>TEACHER'S EDITION Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> Vocabulary—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (write words in sentences)—TE pp. 45, 59, 73, 87, 99, 111, 123, 124, 135, 149, 161, 173, 185, 197, 211, 223, 235, 247, 259, 273, 285, 297, 309, 321, 335, 347, 359, 371, 383

READING: LITERATURE

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
Key Ideas and Details	
<p>RL.K.1 <i>With prompting and support, ask and answer questions about key details in a text.</i></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>RL.K.2 <i>With prompting and support, retell familiar stories, including key details.</i></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>RL.K.3 <i>With prompting and support, identify characters, settings, and major events in a story.</i></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>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

READING: LITERATURE	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>RL.K.5 Recognize common types of texts (e.g., story-books, poems).</p>	N/A
<p>RL.K.6 <i>With prompting and support</i>, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> ◦ Basic Features of Print (show author’s and illustrator’s names)
Integration of Knowledge and Ideas	
<p>RL.K.7 <i>With prompting and support</i>, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book (illustrated text)—pp. 12-13, 25-26, 39-40, 53-54, 67-68, 81-82, 93-94, 105-106, 117-118, 129-130, 143-144, 155-156, 167-168, 179-180, 191-192, 205-206, 217-218, 229-230, 241-242, 253-254, 267-268, 279-280, 291-292, 303-304, 315-316, 329-330, 341-342, 353-354, 365-366, 377-378 <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (find details in the first page picture)/Check Comprehension (find details in the illustrations)—TE pp. 12, 25, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 • Take-Home Book: Retell and Write (use illustrations as cues to retelling the story)—TE pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384
<p>RL.K.8 (Not applicable to literature)</p>	
<p>RL.K.9 <i>With prompting and support</i>, compare and contrast the adventures and experiences of characters in familiar stories.</p>	N/A

READING: LITERATURE

Kindergarten ELA Standards

From Phonics to Reading, Level K

Language in Reading: Literature

RL.K.10

(Begins in Grade 2)

RL.K.11

Demonstrate command of the conventions of standards English grammar and usage when speaking.

RL.K.11.a

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

N/A

RL.K.11.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

RL.K.12

With guidance and support from adults, explore word relationships and nuances in word meanings.

RL.K.12.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Related content

STUDENT BOOK/TEACHER'S EDITION

Sound Sort

- 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

Word Sort

- Sort It Out—TE pp. 346, 358, 370, 382

TEACHER'S EDITION

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

Word Sort

- Open Sort (discuss ways to sort the words)—TE pp. 346, 358, 370, 382

READING: LITERATURE

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<p>RL.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>N/A</p>
<p>RL.K.12.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p><u>TEACHER'S EDITION</u> Home Connection</p> <ul style="list-style-type: none"> • Dear Family: Extend the Learning (Look for words with short/long vowels [or other recently studied feature] in books, signs, magazine covers, etc. Keep a notebook of words you discover.)—TE pp. 7, 77, 139, 201, 263, 325
<p>RL.K.12.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Related content</p> <p><u>TEACHER'S EDITION</u> 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>Range of Reading and Level of Text</p>	
<p>RL.K.13 Listen to high quality prose and poetry of appropriate complexity for Kindergarten.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—"My ABC Book," pp. 11-12; "I Can," pp. 25-26; "Sam," pp. 39-40; "Sam Sat," pp. 53-54; "I Like," pp. 67-68; "What Is It?," pp. 81-82; "Big and Little," pp. 93-94; "Good Cat," pp. 105-106; "Can It Fit?," pp. 117-118; "Dan and Dad," pp. 129-130; "Hats," pp. 143-144; "What Is This?," pp. 155-156; "Uh-oh!," pp. 167-168; "Good or Bad?," pp. 179-180; "Up and Down," pp. 191-192; "Run, Kim!," pp. 205-206; "Ten Little Men," pp. 217-218; "Where Am I?," pp. 229-230; "We Will Win!," pp. 241-242; "Six Boxes," pp. 253-254; "The Best Vet," pp. 267-268; "The Bus," pp. 279-280; "What Will Jan Do?," pp. 291-292; "Quick, Quick, Quick!," pp. 303-304; "Yes!," pp. 315-316; "Zig, Zag, Buzz!," pp. 329-330; "Lots of Fun," pp. 341-342; "We Play," pp. 353-354; "The Hat," pp. 365-366; "The Bike Ride," pp. 377-378 <p style="text-align: right;"><i>continued</i></p>

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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 Lillian 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

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
Key Ideas and Details	
<p>RI.K.1 <i>With prompting and support, ask and answer questions about key details in a text.</i></p>	N/A
<p>RI.K.2 <i>With prompting and support, identify the main topic and retell key details of a text.</i></p>	N/A

READING: INFORMATIONAL	
Kindergarten ELA Standards	From Phonics to Reading, Level K
<p>RI.K.3 <i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i></p>	N/A
Craft and Structure	
<p>RI.1.4 <i>With prompting and support, ask and answer questions about unknown words in a text.</i></p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: First Read (Read Together) (use clues to figure out difficult or unfamiliar words in the text)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Basic Features of Print (cover, title page)
<p>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>	<p>DIGITAL RESOURCES Print Concepts</p> <ul style="list-style-type: none"> Teacher's Guide to Print Concepts <ul style="list-style-type: none"> Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Basic Features of Print (show author's and illustrator's names)
Integration of Knowledge and Ideas	
<p>RI.K.7 <i>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).</i></p>	N/A
<p>RI.K.8 <i>With prompting and support, identify the reasons an author gives to support points in a text.</i></p>	N/A
<p>RI.K.9 <i>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i></p>	N/A

READING: INFORMATIONAL

Kindergarten ELA Standards

From Phonics to Reading, Level K

Language in Reading: Informational

<p>RI.K.10 (Begins in Grade 2)</p>	
<p>RI.K.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p>	
<p>RI.K.11.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>duck</i>).</p>	<p>N/A</p>
<p>RI.K.11.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.</p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—TE p. 95, 145, 231, 305 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE pp. 95, 145, 231, 305
<p>RI.K.12 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	
<p>RI.K.12.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

READING: INFORMATIONAL

Kindergarten ELA Standards	<i>From Phonics to Reading, Level K</i>
<p>RI.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>N/A</p>
<p>RI.K.12.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>N/A</p>
<p>RI.K.12.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Related content</p> <p>TEACHER'S EDITION Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Say (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 37, 165, 189, 227, 239, 251, 265, 313, 327 <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>Range of Reading and Level of Text Complexity</p>	
<p>RI.K.13 Actively engage in individual or group readings of informational text with purpose and understanding.</p>	<p>N/A</p>