

**A Correlation of  
Scott Foresman  
Reading Street Common Core Edition  
West Virginia Edition  
Kindergarten, ©2015**



**to the  
West Virginia  
2014-2020  
Group II – English Language Arts**

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✓		<p><b>2. EQUAL OPPORTUNITY</b>  The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).</p>	<p><i>Reading Street</i> avoids stereotyping in presenting literature about groups. <i>Reading Street</i> also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges. Examples can be found throughout the program.</p>
✓		<p><b>3. FORMAT</b>  This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>Reading Street's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See Grade K Unit 1 Teacher's Edition p. 9 for an overview of the digital resources and the individual references on pages 17, 19, 21, 23, 25, 27, 29, 33, etc.</p>

## Text Selection

**Complexity of Texts:** The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will **include a demonstrable staircase of text complexity as materials progress across grade bands.**

✓		<p>4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.</p>	<p>The Grade K <i>Reading Street</i> contains Big Book/Trade Book selections that are read aloud and Decodable Stories and Readers that are read by students individually, in pairs, or chorally. Text complexity scoring is not required for Grade K. Lexile charts to identify text complexity are included for Publisher’s Criteria reports for Grades 1 to 5.</p>
✓		<p>5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.</p>	<p>Each Big Book/Trade Book selection is accompanied by two sets of questions. The Develop Vocabulary questions used in the 2nd Read help students talk about the text. The Develop Comprehension questions used in the 3rd Read help students gain a more complete understanding of the text. See Grade K Unit 1 Teacher’s Edition for representative pages: 60–75.</p> <p>The Small Group pages for each week in Grade K contain additional instruction for the Decodable Story, Decodable Reader, Student Reader, and Get Set, Roll! Reader on Day 1, Day 2, Day 3, and Day 4 that address the needs of Strategic Intervention, On-Level, and</p>

			Advanced readers. Day 5 provides scaffolded instruction for the <i>Reading Street Sleuth</i> selection for the week. See the Small Group pages SG•1 to SG•18 in the Teacher’s Edition for Grade K Unit 1 Week 1.
✓		6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.	<p>In the <i>Reading Street</i> program, students are actively involved in working with many high-quality texts. To fully comprehend any text, students must participate in discussions about the text as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. Whether reading a Big Book/Trade Book selection, a Let’s Practice It! selection, or a Trade Book Library selection, students are encouraged to dig deeply into the meaning of the text.</p> <p>Every Big Book/Trade Book selection is accompanied by two sets of questions. The selection has a 2nd Read with Develop Vocabulary questions and a 3rd Read with Develop Comprehension questions. See Grade K Unit 1 Teacher’s Edition for representative pages: 60–75. As students respond to the Develop Comprehension questions, they use listening and speaking skills. For the Think, Talk, and Write questions on <i>My Skills Buddy</i> (Student Edition) page 27, students use oral language skills</p>

			<p>as well as writing for the Look Back and Write • Text Evidence response. Every lesson has these features to incorporate understanding of the text.</p>
<p><b>Range of Text:</b> Instructional materials must reflect the distribution of text types and genres required by the standards.</p>			
<p>✓</p>		<p>7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.</p>	<p>All of the selections in <i>Reading Street</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. The selections provide an equal balance of literary and informational text. Most selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The program’s weekly <i>Reading Street Sleuth</i> selections include fiction and nonfiction selections. Each Sleuth selection is two pages with text, illustrations, and text-based questions.</p> <ul style="list-style-type: none"> <li>• For Grade K, there are 36 Big Books/Trade Books. There are 16 literature selections and 20 informational text selections which total 44% informational text selections and 56% literature selections. The <i>Reading Street Sleuth</i> selections increase the percentage for informational text to meet the 50% measures.</li> </ul>

✓		<p>8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.</p>	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the 5-Day Planner (Grade K Unit 1 Week 1 pages 10–11) for an overview of the closely related lesson concepts and Day at a Glance (Grade K pages 16, 32, 50, 82, 94) for the integrated daily plan. Extended writing applications can be found in the <i>Writing to Sources</i> component for each grade level. <i>Writing to Sources</i> uses a variety of activities to explore narrative, informative/explanatory, and opinion/argument writing carefully coordinated with the reading selections in <i>Reading Street</i>.</p>
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✓		<p>9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.</p>	<p>The 5-Day lesson plan includes many reading activities to foster the development of critical reading concepts and many opportunities to read and apply the concepts. The Small Group pages for each Day suggest Trade Books for Independent Reading Options and Leveled Readers for Group Time Reading. Trade Books and Leveled Readers can be accessed on the Leveled Reader Database. The Preview Your Week page (Grade K Teacher’s Edition Unit 1 page 8) has Optional Concept-Based Reading in which the Digital Path can be used to access readers offering different levels of text complexity, and Independent Reading (page 15) has suggestions for a variety of activities for independent reading.</p>
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**Quality of Texts:**

High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.

✓		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	Most of the main selections (Big Books/Trade Books at Kindergarten) in each grade are excerpts from published books or original selections created by well-known, grade-level appropriate authors. Each grade also has a drama or play. Full-length books can be found in the Independent Reading activities for the Pearson Trade Book Library. The main purpose of the reading materials used in the program is to include a wide variety of reading genres and grade-appropriate subjects related to the unit topic and concepts. These materials allow the instruction to use the questioning techniques to build comprehension concepts. See Grade K Unit 1 Week 3 pages 258–277 for an example of a literature selection.
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✓		<p>11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.</p>	<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6. For Grade K Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Grade K Unit 1 Week 1 on pages 16, 27, and 94. See Grade K Unit 2 Week 1 pages 60–71 for an example of an informational selection.</p>
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**Text-Dependent and Text-Specific Questions:**

Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.

✓		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In the <i>Reading Street</i> program, each lesson in a unit begins with text-based instruction. In Grade K Unit 1 Week 1, students first learn about the lesson reading concepts and find text evidence in the short selection “At the Bus Stop” to identify the literary element of character (see Teacher’s Edition pages 26 and 27). The Develop Vocabulary questions that accompany the Big Book/Trade Book selection are designed to focus students’ attention on the selection as they answer questions about the text and illustrations. The Develop Comprehension questions also focus on the selection and are designed to help students gain a more complete understanding of the text.
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✓		<p>13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>Each selection lesson plan contains <i>Amazing Words</i>, which are content words related to the unit topic and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. The Content Knowledge and Build Oral Vocabulary sections at the beginning of each Day (Grade K Teacher’s Edition Unit 1 Week 1 Day 1: 16–17; Day 2: 32–33; Day 3: 50–51; Day 4: 82–83; Day 5: 94–95) help enhance vocabulary development for all students.</p>
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**Scaffolding and Supports:**

The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.

✓		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	The lesson begins with Content Knowledge to prepare students to understand the Big Book/Trade Book selections. The Build Oral Language and Build Oral Vocabulary sections based on the Amazing Words are developed at the beginning of each Day's instruction. High-frequency words are presented and practiced, and a comprehension skill is taught and practiced in a short Read Aloud to equip students with tools to build comprehension prior to reading the Big Book/Trade Book selection. By providing sound prereading activities, students are prepared to successfully read more complex text. See preliminary activities on Grade K Unit 1: 16, 17, 23 and selection activities beginning on K Unit 1 page 26.
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✓		<p>15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.</p>	<p>The comprehension concepts in the program are presented in the context of a selection (see Grade K Unit 1 Teacher’s Edition pages 26–27). The concepts are defined and then applied as students read the selection “At the Bus Stop.” When reading the week’s Big Book/Trade Book selection, reading concepts and strategies are used only to clarify meaning and are an integral part of the Develop Vocabulary and Develop Comprehension sections in the 2nd and 3rd Read. See Teacher’s Edition pages 60–75 for the questioning strand.</p>
✓		<p>16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.</p>	<p>From the beginning of the instruction in Grade K Unit 1 Week 1, students are asked to provide text evidence to support their responses. See Teacher’s Edition pages 26 and 27: Students find text evidence in the short selection “At the Bus Stop” to identify the literary element of character. As students respond to the text-based questions that accompany the Big Book/Trade Book selections in the Teacher’s Edition and the <i>Reading Street Sleuth</i> selections in the Small Group lessons, they are continually required to use text information in their responses.</p>

✓		<p>17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.</p>	<p>In Content Knowledge on Day 1 in <i>Reading Street</i>, students are introduced to the week’s topic and Amazing Words. The topic and vocabulary are expanded on throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, such as each week’s Amazing Words. Students use these words in reading, writing, speaking, and listening. See Grade K Teacher's Edition Unit 1 pages 16–17, 32–33, 50–51, 78–79, 90–91.</p>
✓		<p>18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Assessment in <i>Reading Street</i> is provided at point of use and in additional assessment materials. For examples of Assessment Checkpoints for the Week, see Grade K Teacher's Edition Unit 1 page 108. The <i>Reading Street Assessment Handbook</i> provides more information for teachers on how to interpret assessment results to inform instruction. <i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. Throughout every lesson, the Corrective Feedback and Monitor Progress notes help teachers evaluate student progress and provide methods to assist students in acquiring the concepts. The activities also let students work</p>



			on their own to develop the needed reading, writing, listening, and speaking concepts.
✓		19. Instructional materials must provide both reteaching and additional student learning opportunities.	The architecture of the daily instructional design affords specific strategies for mediating content in both whole and small group for the range of learning style and proficiencies in classrooms. Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. Additionally, see the Access for All information for Grade K Unit 1 Week 1 on pp. 12–13 in addition to the <i>Reader's and Writer's Notebook</i> , Decodable Readers, and the Independent Practice Stations pp. 14–15.

**Foundational Skills applicable for grades K-2 only**

ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED:

Instructional materials provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, vocabulary development, and reading fluency.

Instructional materials provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.

Instructional materials include student reading materials allowing for systematic, regular and frequent practice of foundational skills as they are introduced. **Foundational skills should not be taught in isolation.**

✓		20. Instructional materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, vocabulary development, word awareness, and reading fluency in a logical and transparent progression. Foundational skills are to be integrated, not taught in isolation.	<i>Reading Street</i> provides explicit and systematic instruction and support at point of use for all foundational skills — concepts of print, phonemic awareness, phonics and word recognition, vocabulary development, and fluency. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Editions, <i>My Skills Buddy</i> , <i>Reader’s and Writer’s Notebooks</i> , ancillary materials, and digital offerings. See Grade K Teacher’s Edition 5-Day Planner for Unit 1 Week 1 pages 10–11 and the Access for All charts on pages 12–13.
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✓		<p>21. Student reading materials must integrate and follow the sequence of foundational skills instruction while providing opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Every lesson includes pages for practice with foundational skills that follow the appropriate sequence of instruction. Students are introduced to sounds and the letters that spell those sounds. Then they apply these concepts when reading Decodable Stories and Readers. The carefully structured Teacher’s Edition instruction helps students learn to decode the words independently and then apply the decoding process as they read new text. This organization is found in all units. At the beginning of Grade K, Weeks 1 to 4 focus on letter recognition and connecting letters to sounds. The pages from Week 5 are representative of instructional phonics work: Teacher’s Edition Unit 1 Week 5: 430–431, 446–447, 464–465, 507–508.</p>
✓		<p>22. Reading materials are designed for daily opportunities for students to practice reading fluency with appropriate texts of a wide variety of topics, genres, and grade-level complexity.</p>	<p>The program includes a carefully structured sequence of lessons that deal with all aspects of fluency, including accuracy, appropriate rate, appropriate phrasing, and expression/intonation. Grade K Unit 1 Week 1 works with fluency as a step in the Reading Decodable Books Routine for the Decodable Story and Book, Student Reader, and Get Set, Roll! Reader on the following Teacher’s Edition pages: 25, 41, 56, 87.</p>

✓		23. Instructional materials provide consistent practice in encoding (spelling) the sound symbol relationships of English.	Grade K has lessons that focus on blending phonemes to make words. Listening for initial sounds in words is followed by listening for medial and final sounds so that students become accustomed to listening for the locations of sounds in words. After the auditory skills are mastered, the program advances to the decoding and encoding processes of matching sounds and letters. See Grade K Teacher's Edition Unit 1 Week 5: 430–431, 446–447, 464–465, 507–508.
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✓		<p>24. Instructional materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	<p>Every lesson begins with four introductory pages (see Grade K <i>My Skills Buddy</i> Unit 1 Week 6 pages 112–113, 116–117) for practice with spelling/sound patterns. The fourth page focuses on recognizing and reading high-frequency words and using word analysis techniques. These skills are then applied in the Decodable Reader selection (pages 118–125). This carefully structured practice with the accompanying Teacher’s Edition instruction (Unit 1 Week 6 pages 546–547, 548–549, 551, 552–553) helps students learn to read words independently and then apply those decoding and encoding techniques to new words they read. This organization is found in all units.</p> <p>Lessons in the Conventions strands that focus on inflected endings, prefixes, and suffixes help students understand how these word parts affect the meanings of the base words. See Grade K Teacher’s Edition Unit 3 Week 2 pages 438, 455, 486, 500, 514.</p>
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✓		<p>25. Instructional materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</p>	<p>The instruction, activities, and questions for the selections focus on the foundational skills students need to read and comprehend literature and informational texts. The foundational skills are presented, reinforced, and applied to reading selections including the Decodable Stories and Readers and Big Book/Trade Book selections throughout the week in the daily lesson plans. The 5-Day lesson plan includes many reading activities to foster the development of critical reading concepts and many opportunities to read and apply the concepts. Foundational skills together with comprehension tools developed in the program enable students to comprehend texts at different levels of understanding so that they become proficient, independent readers.</p>
✓		<p>26. Instructional materials provide diagnostic tools for educators to routinely monitor student progress on every aspect of the foundational skills.</p>	<p><i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. See Grade K Unit 1 Week 1 for examples of daily Monitor Progress boxes: Day 1 is phonemic awareness (page 19), Day 2 is phonics (page 37) and retelling (page 42), Day 3 is word recognition (page 55), Day 4 is phonemic awareness and phonics (page 85), and Day 5 is vocabulary (page 95).</p>

## Writing to Sources

Instructional materials must adequately address the writing objectives for the grade.

✓		27. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	Writing activities in <i>Reading Street</i> are text dependent and require students to confront the text directly. Daily, weekly, and unit writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. The writing strand in <i>Reading Street</i> addresses argumentative, explanatory, and narrative writing tasks, as required by the Common Core State Standards. Daily writing instruction is an integral part of the five-day instructional plan in which students write in response to high-quality, complex texts. Weekly writing is in response to reading in whole or small group and requires students to use text evidence to support ideas, claims, and opinions. In Grade K, students draw on the Big Book/Trade Book selection text to answer the Look Back and Write question on the Think, Talk, and Write page in <i>My Skills Buddy</i> (see Unit 1 page 27). They also draw on the text in the Big Book/Trade Book selection to complete the Day 2 Writing lesson for each week, Respond to Literature, in which students write sentences telling about the selection. See Unit 1 Teacher’s Edition page 46.
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✓		<p>28. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> <li>• Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing.</li> <li>• Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35%</li> <li>• Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30%</li> <li>• Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20%</li> </ul> <p>They also may reflect blended forms.</p>	<p>In <i>Reading Street Common Core Writing to Sources</i>, students receive weekly writing instruction aligned with a unit level writing focus. Each week students “Write Like a Reporter” and “Connect the Texts” in the same mode of writing throughout the unit, culminating in a unit level “Prove It!” in that featured mode.</p> <ul style="list-style-type: none"> <li>• In weekly “Write Like a Reporter” tasks, students write an argumentative, explanatory, or narrative paragraph in response to the main selection and draw on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text.</li> <li>• For weekly “Connect the Texts,” students write in response to two sources—the weekly main and paired selections—drawing on evidence from two texts to write an argument/opinion, to write to inform/explain, or to write a narrative. These lessons are in support of the requirement in the Standards that students make an increasing number of connections among ideas within and between texts as they develop their ability to use textual evidence with increasing facility.</li> <li>• In the unit level “Prove It!” writing tasks, students respond to multiple sources within a unit of instruction to prepare for performance tasks and the changing expectations of the upcoming Common Core assessments. In the first part of each unit-level writing</li> </ul>
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			<p>task, students are asked to answer evidence-based short response questions based on three texts from that unit of instruction to demonstrate comprehension of key ideas and details. In the second half of the writing task, students use the texts and their notes from the short response questions to write an argument, explanation, or narrative that synthesizes information in response to a text-based prompt. All of the writing tasks in the new <i>Reading Street</i> Common Core Writing to Sources align to the Common Core State Standards and are supported with teacher instruction and rubrics.</p>
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✓		<p>29. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.</p>	<p>The Writing lesson on Day 2 of Weeks 1–5 in each unit allows students to discuss and write sentences about the Big Book/Trade Book selection (see Grade K Unit 1 Teacher’s Edition page 46). The Writing lesson on Day 4 of Weeks 1–5 allows students to discuss and write sentences about the weekly concept, first as it applies to the selection and then extending the concept beyond the selection (Teacher’s Edition page 91). The Extend Your Day! activities found at the end of each Day in the Teacher’s Edition often include a Science or Social Studies activity based on the concept or selection. These activities both broaden students’ knowledge and engage their interest. See Teacher’s Edition pages 31, 49, 81, and 93 for examples from Week 1.</p>
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## Speaking and Listening

To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.

✓		30. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<i>Reading Street</i> content provides multiple opportunities for students to develop strong speaking and listening skills as prescribed by the Listening and Speaking strand. Listening and Speaking Standards are practiced during discrete weekly Listening and Speaking lessons and during weekly Build Oral Language/Vocabulary instruction. Lessons and projects presented throughout the program incorporate a range of texts in increasing complexity. For examples, see Grade K Teacher's Edition Unit 1 pages 16–17, 30, 32–33, 50–51, 78–79, 82–83, 94–95.
✓		31. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.	Many pages in the <i>My Skills Buddy</i> for Grade K have topics intended to encourage discussion and participation. See the following references for the first selection in Grade K <i>My Skills Buddy</i> Unit 1: Review the Let's Listen for... (12–13), Comprehension (14–15), and Think, Talk, and Write (27). The Vocabulary and Listening and Speaking activities (28–29) are also discussion-based.

✓		<p>32. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.</p>	<p><i>My Skills Buddy</i> pages for Listening and Speaking (Grade K Unit 1 page 29) has many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher's Edition pages. The oral and written activities in Think, Talk, and Write (page 27) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 3 for On-Level and Day 3 and Day 4 for Advanced learners.</p>
✓		<p>33. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.</p>	<p>At all grade levels, the instructional materials in <i>Reading Street</i> make the text the focus of all instruction. All support in <i>Reading Street</i> is designed to complement and enhance the text. All activities are text-based and students return to the text multiple times for reading, vocabulary, writing, speaking and listening, and strategy instruction.</p>

## Language

Instructional materials must adequately address the language objectives for the grade.

✓		34. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	Conventions lessons in Grade K begin with students learning about various parts of speech, such as nouns and verbs, before progressing to sentences in Unit 4. As students build their phonics, spelling, and grammar knowledge, they progress from drawing pictures and dictating ideas to copying sentences from the board to writing sentences on their own. See the weekly lesson structure for phonics, spelling, and conventions in Unit 4 Week 3: <i>My Skills Buddy</i> page 56 and Teacher's Edition pages 218–219, 226, 234–235, 243, 252–253, 272, 281, 282, 286, 293, 300.
✓		35. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).	Throughout the program, the conventions of grammar and usage are presented in student and teacher materials, which provide ample opportunities to use the conventions in speaking and writing. Teacher's Edition lessons introduce, reinforce, and review conventions for kinds of nouns, adjectives, types and structure of sentences, capitalization, punctuation, prepositions, and more. See the following pages for Grade K Unit 2 Week 1: 28, 45, 72, 86, 100.

✓		<p>36. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.</p>	<p>Conventions instruction is closely integrated into the content of each weekly lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson. From using the Amazing Words to complete sentences (Grade K Unit 2 Week 1 pages 33, 51, 79, 91) and retelling the selection (Grade K Unit 2 Week 1 page 42) to the Conventions lesson (Grade K Unit 2 Week 1 pages 28, 45, 72, 86, 100), the development of language concepts is included in all areas of instruction.</p>
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# GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Kindergarten

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21 <sup>st</sup> Century which includes opportunities for students to develop:										
<b>Next Generation Skills</b>											
<b>Thinking and Problem-Solving Skills</b>											
<i>English Language Arts Content:</i>											
Each day of the 5-Day plan for a lesson begins with Content Knowledge to start the day exploring and expanding knowledge. See <b>TE K.1:</b> Content Knowledge 16, 32, 50, 78, 90; Each day also includes an inquiry-based section called Extend Your Day! that promotes interdisciplinary connections. See <b>TE K.1:</b> Extend Your Day! 31, 49, 77, 89, 103	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										

<p>In the 1st Read, students listen to build interest in the text. In the 2nd read, students respond to questions that help them access and understand the text as well as develop vocabulary. In the 3rd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills.</p> <p><b>TE K.1:</b> 42–43, 58–75, 89</p>	<p>2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students' own lives and future situations;</p>							
<p>In each lesson, there are questions and activities that promote connections to the world, such as the social studies or science projects on the Extend Your Day! page and the Text to Self or Text to World questions that bridge a link from the selection to the world. See Unit 1 Teacher's Edition pages 31, 45, 49, 81, 93, 107, 146, 242, 348, 454 and <i>My Skills Buddy</i> Unit 1 pages 27, 47, 67, 87, 107.</p>	<p>3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and</p>							
<p>For each week, <i>Reading Street</i> offers a main selection and a shorter read aloud. To fully comprehend any text, students must participate in discussions about the texts as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems. See Unit 1 Teacher's Edition pages 58–75.</p>	<p>4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.</p>							



**Information and Communication Skills/English Language Arts**

*For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:*

<p>Many questions direct students to look back at the text to find support for their answers. See Unit 1 Teacher’s Edition pages 58–75 and 88–89. The Think, Talk, and Write questions and the Look Back and Write prompt require students to look back through the text to find support in the words or pictures. See Grade K Unit 1 Week 1 Teacher’s Edition pages 44–45 and <i>My Skills Buddy</i> (Student Edition) page 27 for an example.</p>	<p>5. locate existing information in a variety of formats, interpret meaning and then create original communication;</p>							
<p><i>Reading Street</i> Teacher’s Editions at all levels provide a read-and-reread strategy for each main selection. In the 1st Read in Grade K, students listen to the text to build interest. In the 2nd Read at Grade K, students respond to questions that help them understand the text. In the 3rd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills. As students respond to the text-based questions that accompany the main selection (Unit 1 Teacher’s Edition page 44–45 and <i>My Skills Buddy</i> page 27), the shorter read aloud (Unit 1 Teacher’s Edition page 100–101) and the <i>Reading Street Sleuth</i> selections in the Small Group lessons, they are continually required to use text information to make informed responses and choices.</p>	<p>6. make informed choices; and</p>							

<p>The program has been created to show how the materials are carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts. See Unit 1 Teacher’s Edition page 9.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							
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**Personal and Workplace Productivity Skills**

*For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:*

<p>The Writing lesson on Day 2 of Weeks 1–5 in each unit allows students to discuss and write sentences about the Big Book/Trade Book selection (see Unit 1 Teacher’s Edition page 46). The Writing lesson on Day 4 of Weeks 1–5 allows students to discuss and write sentences about the weekly concept, first as it applies to the selection and then extending the concept beyond the selection (Unit 1 Teacher’s Edition page 91). The Extend Your Day! activities found at the end of each Day in the Teacher’s Edition often include a Science or Social Studies activity based on the concept or selection. These activities both broaden students’ knowledge and engage their interest. See Unit 1 Teacher’s Edition pages 31, 49, 81, and 93 for examples from Week 1.</p>	<p>8. conduct research, validate sources and report ethically on findings;</p>							
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<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See Unit 1 Teacher’s Edition page 9 for the Digital Resources and an example of the eStreet Interactive icon on Unit 1 Teacher’s Edition page 17.</p>	<p>9. identify, evaluate and apply appropriate technology tools for a variety of purposes;</p>							
<p>For Grade K, each Big Book/Trade Book selection in Grade K is accompanied by a Think, Talk, and Write page in <i>My Skills Buddy</i>, which includes a Look Back and Write question. This writing task requires students to answer the question and communicate their thinking. See Unit 1 <i>My Skills Buddy</i> page 27 and Teacher’s Edition pages 44–45. The Writing lessons on Days 2 and 4 guide students in communicating their thinking as they discuss and then write about the weekly selection and concept. See Unit 1 Teacher’s Edition pages 46 and 91.</p>	<p>10. engage in self-directed inquiry;</p>							

<p>Each Day of the 5-Day lesson plan provides opportunities for students to participate in discussions. Many pages in the <i>My Skills Buddy</i> for Grade K have topics intended to encourage discussion and participation. See the following references for the first selection in Grade K <i>My Skills Buddy</i> Unit 1: Review the Let's Listen for... (pages 12–13), Comprehension (pages 14–15), and Think, Talk, and Write (page 27). The Vocabulary and Listening and Speaking activities (pages 28–29) are also discussion-based.</p> <p><i>My Skills Buddy</i> pages for Listening and Speaking (Unit 1 page 29) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher's Edition pages. The oral and written activities in Think, Talk, and Write (Unit 1 page 27) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 3 for On-Level and Day 3 and Day 4 for Advanced learners.</p>	<p>11. work collaboratively; and</p>							
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<p><i>Reading Street</i> offers instruction that allows students to work together in whole group activities, in small group, in team activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help student understand the task, complete the task, and share the information. The length and density of the section helps to promote the use of all aspects of reading. See Unit 1 Teacher’s Edition pages 16–17, 32–33, 50–51, 82–83, 94–95. The Extend Your Day! section in each Day asks students practice skills essential to complete a project on time and correctly. See Unit 1 Teacher’s Edition pages 31, 49, 81, 93, 107.</p>	<p>12. practice time-management and project management skills in problem-based learning situations.</p>							
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**Developmentally Appropriate Instructional Resources and Strategies**

*For student mastery of content standards and objectives, the instructional materials*

<p>In <i>Reading Street</i> Teacher’s Editions, weekly story tabs have direct correlations to Common Core State Standards being covered that week, while the Bridge to Common Core boxes throughout the daily plan offer insights to the anchor standards in action. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness). See information on the front and back of the Weekly Tab for each selection.</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						
<p>At Grade K, the 2nd and 3rd Read for every Big Book/Trade Book selection offers an opportunity for readers to resolve any problems they encountered in previous readings. Also the Monitor and Fix Up strategies in the Develop Comprehension section (Unit 1 Teacher’s Edition pages 64, 258, 483, 573) and the Leveled Tasks in the Access Main Selection section on Day 3 (Unit 1 Teacher’s Edition pages 59, 160, 257, 363, 468, 571) offer follow-up support to students.</p>	<p>14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations, and make cross-curricular, global connections.</p>						

<p>At Grade K, the lesson begins with Content Knowledge to prepare students to understand the Big Book/Trade Book selections. The Build Oral Language and Build Oral Vocabulary sections based on the Amazing Words are developed at the beginning of each Day's instruction. High-frequency words are presented and practiced, and a comprehension skill is taught and practiced in a short Read Aloud to equip students with tools to build comprehension prior to reading the Big Book/Trade Book selection. By providing sound prereading activities, students are prepared to successfully read more complex text.</p> <p>For Grade K Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 Day 1 examples on Teacher's Edition pages 16, 27, 29.</p>	<p>15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.</p>							
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<p>In Grade K selections, the text and graphics are carefully put together to invite the reader to read and enjoy the selection and the related materials. A review of <i>My Skills Buddy</i> shows the Unit/Week structure with each reading selection having Phonemic Awareness (see Unit 1 <i>My Skills Buddy</i> pages 12–13), Comprehension (see Unit 1 <i>My Skills Buddy</i> pages 14–15), Phonics and Letter Recognition (see Unit 1 <i>My Skills Buddy</i> page 16), and High-Frequency Words (see Unit 1 <i>My Skills Buddy</i> page 17) activities prior to reading. The Decodable Reader (see Unit 1 <i>My Skills Buddy</i> pages 18–25) and Retelling activity (see Unit 1 <i>My Skills Buddy</i> page 26) is followed by Think, Talk, and Write questions (see Unit 1 <i>My Skills Buddy</i> page 27) about the Big Book/Trade Book selection and Vocabulary (see Unit 1 <i>My Skills Buddy</i> page 28) and Listening and Speaking (see Unit 1 <i>My Skills Buddy</i> page 29).</p>	<p>16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.</p>							
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<p>Instruction and practice in sequence are included as students read each selection. Students answer questions about the key details and sequence of events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p> <p>The Retelling Cards are shown on a <i>My Skills Buddy</i> page (Unit 1 Week 1 page 26) at the end of every selection. These cards can be used to help students retell the selection, including the central message or main ideas, presenting this information in the sequence found in the selection. Students can add to and interpret the events as they retell the story in their own words, verifying their understanding of the content. The Teacher’s Edition instruction for this page (Unit 1 Week 1 pages 42–43) provides suggestions to apply and extend retelling skills as well as a retelling rubric.</p>	<p>17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.</p>							
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<p>In every lesson in <i>Reading Street</i>, students are actively involved in reading the selection. The questions and activities for each selection expose students to content that requires them to interpret the text by using text evidence to comprehend the selection and to combine that evidence with interpretive skills to understand the content and structure of the reading materials. See Unit 1 Teacher’s Edition pages 58–75. Students are also asked to extend the interpretation to multiple applications for solutions. See Unit 1 Teacher’s Edition pages 44–45 and <i>My Skills Buddy</i> page 27 for Text to Self, Unit 1 Teacher’s Edition pages 348–349 and <i>My Skills Buddy</i> page 87 for Text to World, and Unit 1 Teacher’s Edition pages 556–557 and <i>My Skills Buddy</i> page 127 for Text to Text connections.</p>	<p>18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.</p>							
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<p>Weekly and unit instruction is built around science and social studies concepts. With the Main Selection as the anchor text, these concepts connect every piece of literature, vocabulary, and writing, allowing students to develop deep knowledge. Text-based instruction is the most important aspect of all instruction in <i>Reading Street</i>, and interaction with complex text begins on Day 1 at all grades. Interaction with complex text goes beyond the main selection and includes teacher read-aloud instructional passage (see Unit 1 Day 1 pages 26–27), Talk with Me/Sing with Me sing along posters (see Unit 1 pages 17, 32, 50, 82, 94–95), main selection (see Unit 1 Day 2 page 42, Day 3 pages 58–75, and Day 4 pages 88–89), shorter read aloud (see Unit 1 Day 5 pages 100–101), Read Aloud Anthology (see Unit 1 Day 5 page 102), and <i>Reading Street Sleuth</i> (see Small Group Day 5 pages SG•5, SG•12, SG•18). See Unit 1 Teacher’s Edition page 16 for an example of a list of the complex texts students engage with over the course of a lesson.</p>	<p>19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.</p>							
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<p>At all grade levels in <i>Reading Street</i>, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher’s Edition for the main selection includes the 2nd Read/Develop Vocabulary questions, in which students explore the content of the selections, and the 3rd Read/Develop Comprehension questions, in which students use text evidence as they synthesize, analyze, and evaluate the text. See Unit 1 Teacher’s Edition pages 58–75.</p>	<p>20. include guiding questions and text-dependent questions to aid student comprehension.</p>							
<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week’s Amazing Words. Students use these words in reading, writing, speaking, and listening. For examples, see Unit 1 Week 1 Day 1 Teacher’s Edition: 16–17; Day 2: 32–33; Day 3: 50–51; Day 4: 82–83; Day 5: 94–95</p>	<p>21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.</p>							

<p>Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. <i>Reading Street</i> is dedicated to the advancement of all learners, including the gifted. Daily enrichment and targeted text, all designed by national gifted education expert, ensure consistent engagement for this specialized population. See Unit 1 Access for All chart on pages 12–13 as well as the Access for All and Teacher Tip notes on Unit 1 Teacher’s Edition representative pages 17, 18, 19, 20, 21, 23, 24, 27, 28.</p>	<p>22. support personalized learning through intervention and enrichment activities.</p>							
<p><i>Reading Street</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are cited at the beginning of each week and at point of use on Teacher’s Edition pages. <i>Reading Street’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See the Digital Resources on Unit 1 p. 9.</p>	<p>23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).</p>							

<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See eStreet Interactive notes (Unit 1 Day 1 Teacher’s Edition examples on pages 17, 19, 21, 23, 25, 27, 29, 30).</p>	<p>24. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							
<p>For Grade K, the activities and questions that accompany each Big Book/Trade Book are intended for use by all students. The Develop Vocabulary questions used in the 2nd Read help students understand the text. The Develop Comprehension questions used in the 3rd Read help them extend their interpretation of the text using higher-level thinking skills. See these representative pages in Unit 1 Teacher’s Edition: 58 to 75. In addition, activities in the Small Group pages provide additional work with the complex text in the <i>Reading Street Sleuth</i> selections.</p>	<p>25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.</p>							

<p>The program contains many forms of assessment for measuring students' abilities. The Monitor Progress suggestions within the lessons provide evaluation during the lesson, and the weekly assessments offer more formal evaluation. Tools are included to monitor students' letter recognition/phonics, high-frequency words, and comprehension development as listed in the next item. See Corrective Feedback notes on Unit 1 pages 19, 21, 35, 53, 84, 102; See Monitor Progress notes on Unit 1 pages 19, 37, 42, 55, 85, 95, 98, 102; See Scoring Rubric on page 43.</p>	<p>26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)</p>							
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**Life Skills**

*For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:*

<p>Among the genres for literary selections for Grade K are animal fantasy, fable, fairy tale, fantasy, fiction, historical fiction, informational fiction, and realistic fiction. Genres for Kindergarten informational texts include science and social studies nonfiction and expository texts. See Unit 1 pages xi–xiii for Table of Contents for genre, with specific genre on lesson page (Unit 1 Week 1 page 42).</p>	<p>27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;</p>							
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<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, Decodable Readers that children can read aloud, and the main selections that can be used for reading along and aloud. Small Group pages in the Teacher’s Edition accommodate On-Level, Strategic Intervention, and Advanced instruction with the Decodable Readers, Student Readers, Get Set, Roll! Readers, and <i>Sleuth</i> selections. The program also includes a Read Aloud Anthology with high-interest literature and informational texts. See, for example, Unit 1 Teacher’s Edition pages 324–325, 354–355, 356–357, 400, and SG•56–SG•72.</p>	<p>28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and</p>							
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<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts related to global literacy topics and events. This structure is followed from Grade K to Grade 6. For Grade K Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 16, 27, and 94.</p>	<p>29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>							
<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text and apply the learning to real-world activities. See the Listening and Speaking activities on Unit 1 Teacher’s Edition pages 30, 78, 132, 174, 228, 280, 334, 386, 440, 488, 542, 586 and <i>My Skills Buddy</i> pages 29, 49, 69, 89, 109, 129.</p>	<p>30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>							

**Assessment**

The program contains many forms of assessment for measuring students' abilities. The Monitor Progress suggestions within the lessons provide evaluation during the lesson, and the weekly assessments offer more formal evaluation. Tools are included to monitor students' letter recognition/phonics, high-frequency words, and comprehension development as listed in the next item. Each week has a specific set of target instructional concepts. The assessment activities on Day 5 (see Unit 1 Teacher's Edition pages 98–99, 102–103) evaluate those concepts. One assessment deals with letter recognition/phonics and high-frequency words and one with the comprehension skill. The Assessment Checkpoints for the Week are listed on Unit 1 Teacher's Edition page 108. This page shows the complete assessment program for this week of instruction. The Assessment Checkpoints include Weekly Assessment and Managing Assessment. See Unit 1 pages xviii–xix for Assessment Component summary.

31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).

<p>For Grade K, the Assessment Checkpoints (Unit 1 page 108) include Weekly Assessment, and Managing Assessment. Managing Assessment identifies the key components of the <i>Assessment Handbook</i>: Observation Checklists, Record-Keeping Forms, and Portfolio Assessment. Support for assessment can also be found in the Teacher’s Edition at point of use. (TE Unit 1: 55, 85, 98, 102)</p>	<p>32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
<b>Organization, Presentation and Format</b>								
<p>The program has been created to show how the materials address the Common Core State Standards for each grade. As in earlier editions, this new edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Common Core State Standards notes on each spread (for example Unit 1 Week 1 Day 1 pages 18, 20, 22, 24, etc.) and Bridge to Common Core notes within the lesson (Unit 1 Week 1 pages 16, 27, 29, 45, 47, 58, 78, 89, 91, 94, 105).</p>	<p>33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>							

<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text. This edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Unit 1 components on pages iv–ix, Table of Contents on pages xi–xv, Skills Overview on pages xvi–xvii, and digital learning on pages xx–xxi.</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>							
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<p>The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Reteaching opportunities are suggested and supported daily, with increased intensity, across the bands of a tiered model of intervention. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s classroom, incorporating an assortment of digital tools to obtain the highest expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the Digital references in a typical week.</p> <ul style="list-style-type: none"> <li>Grade K Unit 1 Week 1 Teacher’s Edition pages 9, 17, 19, 21, 23, 25, 27, 29, 30, 33, 35, 37, 39, 41, 43, 45, 47, 51, 55, 57, 59, 77, 79, 83, 87, 89, 91, 92, 95, 101, 105</li> </ul>	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>							
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# SPECIFIC EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Kindergarten

English Language Arts for the kindergarten student involves an immersion in a literacy-rich environment to develop an awareness and understanding of spoken and written language. Through active participation and developmentally appropriate and engaging learning experiences, students develop competencies in reading, writing, listening, speaking and media literacy. To support the development of lifelong learning and global awareness, students utilize language experiences, 21st century skills and equally utilize literary and informational texts of appropriate complexity. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives as well as the 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

## **Standard 1: Reading**

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **Standard 2: Writing**

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

## **Standard 3: Speaking and Listening**

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

## **Standard 4: Language**

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
<b>READING</b>											
<b>Key Ideas and Details</b>											
<p><b>My Skills Buddy 1:</b> 27, 47, 48–49, 67, 70–71, 87, 107, 110–111, 130–131</p> <p><b>MSB 2:</b> 30–31, 50–51, 70–71, 87, 90–91, 110–111, 127</p> <p><b>MSB 3:</b> 47, 50–51, 67, 87, 90–91, 110–111, 127, 129</p> <p><b>MSB 4:</b> 27, 30–31, 47, 50–51, 67, 87, 90–91, 127</p> <p><b>MSB 5:</b> 27, 29, 30–31, 87, 90–91, 130–131</p> <p><b>MSB 6:</b> 47, 50–51, 70–71, 87, 110–111</p> <p><b>TE 1:</b> 26–27, 44, 60–75, 88, 89, 146, 160, 161, 162–171, 174–175, 184–185, 242, 256, 258–277, 290, 291, 302–303, 304–305, 348, 364–383, 397, 469–485, 499, 608–609</p> <p><b>TE 2:</b> 96–97, 196–197, 296–297, 340, 342, 358–373, 387, 398–399, 498–499, 544, 560–571, 585</p> <p><b>TE 3:</b> 144, 159–173, 187, 198–199, 244, 258–259, 260–271, 285, 298–299, 342, 357–371, 396–397, 494–495, 496–497, 522–523, 540, 554,</p>	<p>1. with prompting and support, ask and answer questions about key details in a literary text. <b>(CCSS RL.K.1)</b></p>										

<p>556–567, 594–595, 598  <b>TE 4:</b> 44, 59–69, 82, 83, 94–95, 140, 154, 156–171, 184, 196–197, 198–199, 242, 258–271, 277, 284, 285, 298–299, 342, 358–373, 398–399, 494–495, 496–497, 540, 555–573  <b>TE 5:</b> 44, 60–71, 96–97, 204–205, 234, 280–281, 304–305, 348, 362, 363–381, 406–407, 608–609, 610–611  <b>TE 6:</b> 144–145, 160–171, 196–197, 296–297, 342, 358–373, 386, 387, 398–399, 494–495, 496–497, 594–595</p>								
<p><b>MSB 1:</b> 26, 46, 66, 86, 106</p> <p><b>TE 1:</b> 42–43, 58, 60–75, 144–145, 160, 224–225, 240–241, 256, 258–277, 290, 291, 304–305, 346–347, 362, 454, 468, 503  <b>TE 2:</b> 96–97, 196–197, 296–297, 340–341, 356, 542–543, 558  <b>TE 3:</b> 142–143, 158, 242–243, 340–341, 356, 403, 538–539, 554  <b>TE 4:</b> 26–27, 42–43, 58, 138–139, 154–155, 202, 224–225, 241, 256, 340–341, 356, 398–399, 538–539, 554  <b>TE 5:</b> 42–43, 58–59, 346–347, 362, 608–609  <b>TE 6:</b> 142–143, 158, 177, 296–297, 340–341, 356, 494–495</p> <p><b>Writing to Sources:</b>  <b>Unit 6:</b> 200–201</p>	<p>2. with prompting and support, retell familiar stories, including key details in literary texts. <b>(CCSS RL.K.2)</b></p>							



**MSB 1:** 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110  
**MSB 2:** 34–35, 70, 89, 90, 129  
**MSB 3:** 34–35, 50, 74–75  
**MSB 4:** 74–75, 87, 90, 109, 114–115  
**MSB 5:** 50, 74–75, 128, 130  
**MSB 6:** 34–35, 47, 74–75, 89, 94–95, 107, 108–109, 129

**TE 1:** 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 203, 224–225, 240–241, 242, 256, 258–277, 290, 291, 302–303, 304–305, 306, 364–383, 396, 436–437, 454, 441, 468, 469–485, 498, 596, 608–609

**TE 2:** 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585

**TE 3:** 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–325, 347, 356, 357–371, 384, 385, 396–397, 398–399, 402, 494–495, 496–497, 522–523, 545, 556–567, 580, 581, 585, 594–595

**TE 4:** 26–27, 44, 58, 59–69, 82, 83, 96–97, 100, 156–171, 184, 185, 189, 196–197, 198–199, 202, 224–225, 256, 258–271, 284, 298–299, 302, 303, 324–325, 342, 347, 356, 358–373, 386, 387, 391, 398–399, 400–401, 404, 430, 472–473, 496–497, 522–523, 540, 554, 555–573, 586, 600–601

**TE 5:** 60–71, 84, 85, 190, 202–203, 204–205, 330–331, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 536, 586–

3. with prompting and support, identify characters, settings, and major events in a story in literary text. **(CCSS RL.K.3)**

587, 608–609, 610–611

**TE 6:** 126–127, 144–145, 158, 160–171, 184, 185, 189, 198–199, 324–325, 328, 342, 347, 356, 358–373, 376–377, 386, 391, 398–399, 400–401, 404, 405, 426–427, 430, 431, 449, 472–473, 482, 494–495, 496–497, 526, 570–571

**Writing to Sources:**

**Unit 1:** 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 30–31, 32, 33–35, 36–39

**Unit 2:** 54–55, 62–63

**Unit 3:** 82–83, 84–85, 90–91, 92–93, 102–103, 104, 105–107, 108, 109–111

**Unit 4:** 114–115, 118–119, 120–121, 126–127, 134–135

**Unit 5:** 150–151

**Unit 6:** 186–187, 190–191, 198–199, 202–203, 210–211, 213–215

**MSB 1:** 50, 90, 126  
**MSB 2:** 27, 47, 67, 107, 130  
**MSB 3:** 27, 70, 94–95, 107, 130  
**MSB 4:** 70, 107, 130  
**MSB 5:** 47, 66, 68, 107, 114–115, 127  
**MSB 6:** 27, 30, 67, 106–107, 114–115, 127

**TE 1:** 196–197, 408–409, 556, 572–583  
**TE 2:** 44, 60–71, 85, 142, 156, 158–171, 185, 242, 256, 258–271, 285, 444, 459–473  
**TE 3:** 44, 60–73, 296–297, 424–425, 442, 456, 458–469, 482, 500, 592–593  
**TE 4:** 296–297, 444, 458, 459–469, 598–599  
**TE 5:** 142, 158–177, 191, 208, 248, 264–277, 290, 291, 302–303, 452, 468–479, 492, 532–533, 550, 564, 566–583, 614  
**TE 6:** 26–27, 59–73, 86, 98–99, 100–101, 242, 257–271, 298–299, 444, 458, 459–469, 483, 522–523, 540, 554, 556–557, 580, 598

4. with prompting and support, ask and answer questions about key details in an informational text. **(CCSS RI.K.1)**

**MSB 1:** 50, 126  
**MSB 2:** 26, 46, 54–55, 66, 106, 130  
**MSB 3:** 26, 70, 106, 114–115, 130  
**MSB 4:** 106, 130  
**MSB 5:** 46, 66, 70, 94–95, 106, 126  
**MSB 6:** 26, 30, 54–55, 66, 106, 126

**TE 1:** 196–197, 408–409, 554–555, 570, 572–583

**TE 2:** 42–43, 58, 140–141, 224–225, 240–241, 256–257, 277, 284, 426–427, 442–443, 458, 596–597

**TE 3:** 42–43, 75, 86, 87, 296–297, 440–441, 456, 592–593

**TE 4:** 296–297, 442–443, 458, 482, 483, 487, 598–599

**TE 5:** 140–141, 156, 246–247, 262, 302–303, 434–435, 450–451, 466–467, 492, 506–507, 510, 548–549, 564, 596

**TE 6:** 42–43, 98–99, 224–225, 240–241, 242, 256, 277, 284, 298–299, 302, 442–443, 458, 538–539, 554

**Writing to Sources:**

**Unit 1:** 26–27

5. with prompting and support, identify the main topic and retell key details of an informational text. **(CCSS RI.K.2)**

**MSB 1:** 50  
**MSB 2:** 14–15, 94–95, 107  
**MSB 3:** 14–15, 54–55  
**MSB 5:** 34–35, 54–55  
**MSB 6:** 14  
  
**TE 1:** 196–197  
**TE 2:** 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504  
**TE 3:** 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500  
**TE 4:** 122–123  
**TE 5:** 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308, 471, 472, 475, 476  
**TE 6:** 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580  
  
**Writing to Sources:**  
**Unit 2:** 50–51  
**Unit 3:** 94–95  
**Unit 5:** 158–159

6. with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text. **(CCSS RI.K.3)**

Craft and Structure							
<p><b>MSB 1:</b> 28, 88</p> <p><b>TE 1:</b> 62, 66, 149, 188, 245, 294, 351, 378, 400</p> <p><b>TE 2:</b> 358, 566, 567</p> <p><b>TE 3:</b> 160, 557, 558</p> <p><b>TE 4:</b> 61, 63, 65, 67, 68, 560, 565, 568, 573</p> <p><b>TE 5:</b> 65</p> <p><b>TE 6:</b> 347, 362, 364</p>	<p>7. ask and answer questions about unknown words in a literary text. <b>(CCSS RL.K.4)</b></p>						
<p><b>MSB 1:</b> 70–71, 130–131</p> <p><b>MSB 2:</b> 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115</p> <p><b>MSB 3:</b> 30–31, 50–51, 90–91, 110–111</p> <p><b>MSB 4:</b> 30–31, 50–51, 90–91, 110–111, 129</p> <p><b>MSB 5:</b> 14–15, 30–31, 50–51, 90–91, 110–111</p> <p><b>MSB 6:</b> 50–51, 70–71, 110–111, 130–131</p> <p><b>TE 1:</b> 42, 100–101, 144, 240, 302–303, 346, 608–609</p> <p><b>TE 2:</b> 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 598–599</p> <p><b>TE 3:</b> 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538</p> <p><b>TE 4:</b> 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587</p> <p><b>TE 5:</b> 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609</p> <p><b>TE 6:</b> 142, 196–197, 296–297, 340, 482, 494–495, 592–593</p>	<p>8. recognize common types of texts (e.g., storybooks, poems). <b>(CCSS RL.K.5)</b></p>						

<p><b>MSB 4:</b> 89 <b>MSB 6:</b> 108–109</p> <p><b>TE 1:</b> 142, 238, 344, 552 <b>TE 2:</b> 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556 <b>TE 3:</b> 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552 <b>TE 4:</b> 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552 <b>TE 5:</b> 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562 <b>TE 6:</b> 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552</p>	<p>9. with prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text. <b>(CCSS RL.K.6)</b></p>							
<p><b>TE 1:</b> 579, 581 <b>TE 2:</b> 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468 <b>TE 3:</b> 64, 465, 466 <b>TE 4:</b> 462 <b>TE 5:</b> 158, 164, 165, 270, 272, 273, 275, 276, 473, 474, 566, 572 <b>TE 6:</b> 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 467, 556, 566, 567</p>	<p>10. with prompting and support, ask and answer questions about unknown words in an informational text. <b>(CCSS RI.K.4)</b></p>							
<p><b>TE 1:</b> 24, 554 <b>TE 2:</b> 42, 140, 240, 442 <b>TE 3:</b> 42, 440 <b>TE 4:</b> 442 <b>TE 5:</b> 140, 246, 309, 450 <b>TE 6:</b> 42, 240, 442, 538</p>	<p>11. identify the front cover, back cover, and title page of a book. <b>(CCSS RI.K.5)</b></p>							

<p><b>TE 1:</b> 150, 554  <b>TE 2:</b> 42, 140, 238, 240, 442, 540  <b>TE 3:</b> 440  <b>TE 4:</b> 140, 338, 442  <b>TE 5:</b> 140, 246, 309, 450  <b>TE 6:</b> 42, 240, 442, 538</p>	<p>12. name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <b>(CCSS RI.K.6)</b></p>							
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**Integration of Knowledge and Ideas**

<p><b>MSB 1:</b> 110–111  <b>MSB 6:</b> 90–91</p> <p><b>TE 1:</b> 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485  <b>TE 2:</b> 124–125, 340–341, 356, 358–373, 542–543, 560–571  <b>TE 3:</b> 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567  <b>TE 4:</b> 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573  <b>TE 5:</b> 42–43, 60–71, 346–347, 362, 363–381  <b>TE 6:</b> 142–143, 160–171, 184, 340–341, 358–373, 398–399</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 20–21,  <b>Unit 2:</b> 44–45  <b>Unit 3:</b> 86–87  <b>Unit 5:</b> 172–173, 174–175, 176, 177–179, 180, 181–183</p>	<p>13. with prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts). <b>(CCSS RL.K.7)</b></p>							
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<p><b>MSB 2:</b> 14–15  <b>MSB 3:</b> 27, 30, 67  <b>MSB 5:</b> 54–55, 67, 87, 90  <b>MSB 6:</b> 27, 87</p> <p><b>TE 1:</b> 330, 372, 469  <b>TE 2:</b> 97, 98–99, 203  <b>TE 3:</b> 100–101, 285, 384, 385, 389, 598  <b>TE 4:</b> 82, 475  <b>TE 5:</b> 89, 304, 348  <b>TE 6:</b> 49, 79, 202, 289, 303, 342</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 16–17  <b>Unit 3:</b> 84–85, 98–99  <b>Unit 4:</b> 116–117, 120–121, 128–129  <b>Unit 5:</b> 152–153, 164–165  <b>Unit 6:</b> 192–193</p>	<p>14. with prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories. <b>(CCSS RL.K.9)</b></p>							
<p><b>MSB 1:</b> 50  <b>MSB 2:</b> 130  <b>MSB 3:</b> 70  <b>MSB 5:</b> 70–71</p> <p><b>TE 1:</b> 196–197, 408–409, 554–555, 570, 572–583  <b>TE 2:</b> 42–43, 60–71, 140–141, 158–171, 224–225, 240–241, 258–271, 442–443, 459–473  <b>TE 3:</b> 42–43, 60–73, 296–297, 440–441, 458–469  <b>TE 4:</b> 442–443, 458, 459–469  <b>TE 5:</b> 140–141, 158–177, 246–247, 262, 264–277, 302–303, 450–451, 468–479, 548–549, 564, 566–583  <b>TE 6:</b> 42–43, 59–73, 98–99, 240–241, 256, 257–271, 442–443, 458, 459–469, 538–539, 554, 556–557</p>	<p>15. with prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <b>(CCSS RI.K.7)</b></p>							

<p><b>Writing to Sources:</b>  <b>Unit 2:</b> 42–43, 44–45, 66–67, 69–71, 73–75  <b>Unit 4:</b> 130–131, 136–137, 166–167  <b>Unit 6:</b> 194–195</p>								
<p><b>TE 2:</b> 85, 185, 285, 487  <b>TE 3:</b> 87, 483  <b>TE 4:</b> 483  <b>TE 5:</b> 191, 291, 493, 597  <b>TE 6:</b> 87, 285, 483, 581</p>	<p>16. with prompting and support, identify the reasons an author gives to support points in a literary or informational text. <b>(CCSS RI.K.8)</b></p>							
<p><b>MSB 2:</b> 127  <b>MSB 6:</b> 27, 127</p> <p><b>TE 2:</b> 87, 176, 276, 444, 478  <b>TE 3:</b> 78, 474  <b>TE 4:</b> 247, 474, 500  <b>TE 5:</b> 182, 250, 282, 484, 588  <b>TE 6:</b> 44, 78, 276, 289, 303, 474, 540, 572</p>	<p>17. with prompting and support, identify basic similarities in, and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>(CCSS RI.K.9)</b></p>							

**Range of Reading and Level of Text Complexity**

**TE 1:** 42–43, 56–57, 59, 89, 102–103, 158–159, 183, 240–241, 254–255, 289, 345, 360–361, 395, 466–467, 497, 568–569, 595  
**TE 2:** 83, 354–355, 385, 485, 556–557, 583  
**TE 3:** 85, 156–157, 185, 256–257, 283, 354–355, 383, 454–455, 481, 552–553, 579  
**TE 4:** 56–57, 152–153, 254–255, 283, 354–355, 385, 456–457, 481, 552–553, 585  
**TE 5:** 56–57, 83, 189, 260–261, 289, 360–361, 393, 491, 595, 596  
**TE 6:** 44, 85, 156–157, 183, 283, 354–355, 385, 481, 579

18. actively engage in group reading activities of literary texts with purpose and understanding. **(CCSS RL.K.10)**

**TE 1:** 554, 571, 597  
**TE 2:** 42–43, 59, 85, 140, 157, 185, 240, 257, 285, 442–443, 458, 487  
**TE 3:** 42, 59, 87, 440–441, 457, 483  
**TE 4:** 443, 483  
**TE 5:** 140, 157, 191, 246, 263, 291, 450–451, 466–467, 493, 548, 565, 597  
**TE 6:** 42, 58, 87, 240–241, 285, 442–443, 458, 483, 538–539, 555, 581

19. actively engage in group reading activities of informational texts with purpose and understanding. **(CCSS RI.K.10)**

**Print Concepts**

20. demonstrate understanding of the organization and basic features of print.

**TE 1:** 20–21, 24–25, 36–37, 87, 126, 138, 144, 158, 222, 234, 237, 240, 328, 344, 434, 466–467, 595

**TE 2:** 24

**TE 3:** 24, 242, 340

**TE 4:** 42, 236, 603

**TE 6:** 142

- follow words from left to right, top to bottom, and page by page.

**TE 1:** 24–25, 40–41, 42, 126, 138, 142–143, 144, 158, 183, 234, 238–239, 240, 340, 346

**TE 2:** 24

**TE 3:** 24

**TE 5:** 42, 548

**TE 6:** 340

- recognize that spoken words are represented in written language by specific sequences of letters.

**TE 1:** 23, 125, 138, 221, 234, 327, 340, 433, 446, 535

**TE 2:** 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537

**TE 3:** 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533

**TE 4:** 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533

**TE 5:** 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542

**TE 6:** 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532

20. demonstrate understanding of the organization and basic features of print.

- follow words from left to right, top to bottom, and page by page.
- recognize that spoken words are represented in written language by specific sequences of letters.
- understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet. **(CCSS RF.K.1)**

- understand that words are separated by spaces in print.

**TE 1:** 237, 599

**TE 2:** 23, 587

**TE 3:** 39, 583

**TE 4:** 538

**TE 5:** 613

**TE 6:** 597

- recognize and name all upper- and lowercase letters of the alphabet.

**MSB 1:** 16, 36, 56, 76, 96, 116

**TE 1:** 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 358–359, 394, 405, 406–407, 446, 464–465, 495, 593

**TE 2:** 54, 152, 352, 454, 549, 554

**TE 3:** 54, 154, 254, 352, 452, 550

**TE 4:** 54, 177, 253, 352, 454, 550

**TE 5:** 54, 152, 258, 358, 462, 560

**TE 6:** 54, 154, 252, 352, 454, 550

Phonological Awareness							
<p>21. demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>MSB 1:</b> 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 2:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 3:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 4:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 5:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 6:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>TE 1:</b> 120–121, 136–137, 150, 151, 154–155, 180, 192, 216–217, 235, 286–287, 294, 322–323, 335, 338–339, 356–357, 392–393, 404, 428–429, 431, 444–445, 506, 507, 560, 600, 606–607</p> <p><b>TE 2:</b> 18–19, 20–21, 30, 34–35, 77, 116–117, 132–133, 147, 150–151, 216–217, 232–233, 234–235, 246, 250–251, 316–317, 332–333, 350–351, 351, 418–419, 421, 434–435, 484, 519, 534–535, 553, 582, 589, 589</p> <p><b>TE 3:</b> 18–19, 34–35, 52–53, 79, 84, 94, 118–119, 134–135, 152–153, 194, 218–219, 234–235, 252–253, 292, 316–317, 332–333, 350–351, 392, 416–417, 432–433, 450–451, 490, 514–515, 530–531, 588</p> <p><b>TE 4:</b> 18–19, 34–35, 48, 49, 52–53, 90, 114–115, 130–131, 148–149, 192, 216–217, 232–233, 250–251, 292, 316–317, 333, 350–351, 394, 418–</p>	<p>21. demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>recognize and produce rhyming words.</li> <li>count, pronounce, blend, and segment syllables in spoken words.</li> <li>blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>(CCSS RF.K.2)</b></li> </ul>						

<p>419, 452–453, 490, 514–515, 530–531, 594</p> <p><b>TE 5:</b> 18–19, 34–35, 52–53, 92, 116–117, 132–133, 150–151, 198, 222–223, 253, 256–257, 286, 298, 322–323, 338–339, 356–357, 387, 390, 402, 426–427, 442–443, 460–461, 490, 500, 524–525, 540–541, 558–559, 594, 604</p> <p><b>TE 6:</b> 18–19, 31, 34–35, 52–53, 82, 94, 118–119, 134–135, 152–153, 180, 192, 216–217, 229, 232–233, 250–251, 280, 292, 316–317, 329, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 527, 530–531, 548–549, 576, 588</p> <ul style="list-style-type: none"> <li>recognize and produce rhyming words.</li> </ul> <p><b>MSB 1:</b> 12, 68</p> <p><b>MSB 2:</b> 32, 90</p> <p><b>MSB 3:</b> 30, 68, 72</p> <p><b>MSB 4:</b> 110</p> <p><b>MSB 5:</b> 30, 32, 72, 110</p> <p><b>MSB 6:</b> 92, 130</p> <p><b>TE 1:</b> 18–19, 34–35, 52–53, 84–85, 96, 137, 181, 188, 189, 217, 228, 279, 280–281, 287, 357, 547</p> <p><b>TE 2:</b> 35, 49, 233, 375, 398–399, 419, 449</p> <p><b>TE 3:</b> 98–99, 230, 274–275, 277, 433, 569</p> <p><b>TE 4:</b> 494–495, 526, 527, 576–577</p> <p><b>TE 5:</b> 96–97, 179, 279, 485, 504–505</p> <p><b>TE 6:</b> 196–197, 375, 592–593</p> <p><b>Writing to Sources:</b></p> <p><b>Unit 2:</b> 56–57</p> <p><b>Unit 6:</b> 208–209</p>								
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<ul style="list-style-type: none"> <li>count, pronounce, blend, and segment syllables in spoken words.</li> </ul> <p><b>MSB 1:</b> 32–33  <b>MSB 2:</b> 52, 72, 92  <b>MSB 5:</b> 108</p> <p><b>TE 1:</b> 120–121, 123, 136–137, 139, 150, 151, 180, 192, 235, 251, 286–287, 323, 339, 356, 393, 429  <b>TE 2:</b> 151, 351, 452, 553  <b>TE 3:</b> 253  <b>TE 5:</b> 257, 455  <b>TE 6:</b> 351, 449</p> <ul style="list-style-type: none"> <li>blend and segment onsets and rimes of single-syllable spoken words.</li> </ul> <p><b>MSB 1:</b> 116  <b>MSB 3:</b> 112  <b>MSB 4:</b> 32, 52, 56, 72, 112, 118  <b>MSB 5:</b> 112</p> <p><b>TE 1:</b> 21, 325, 335, 341, 357, 392, 431, 447, 533, 549  <b>TE 2:</b> 449, 577  <b>TE 4:</b> 35, 292, 435, 453, 531, 549</p> <ul style="list-style-type: none"> <li>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/.)</li> </ul> <p><b>MSB 1:</b> 52, 72, 92, 96, 112  <b>MSB 2:</b> 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118  <b>MSB 3:</b> 12, 16, 32, 36, 56, 76, 96, 116  <b>MSB 4:</b> 12, 32  <b>MSB 5:</b> 12, 72, 92, 96, 98</p>								
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**MSB 6:** 12, 32, 52, 72, 92, 112

**TE 1:** 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604

**TE 2:** 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394, 405, 434–435, 436–437, 452–453, 482, 494, 534–535, 536–537, 552–553, 580, 592

**TE 3:** 18–19, 21, 34–35, 36–37, 52–53, 82, 94, 118–119, 121, 134–135, 136–137, 152–153, 218–219, 221, 234–235, 236–237, 252–253, 280, 316–317, 319, 332–333, 334–335, 350–351, 380, 392, 416–417, 432–433, 434–435, 447, 450–451, 478, 490, 514–515, 530–531, 532–533, 548–549, 576, 588

**TE 4:** 18–19, 21, 34–35, 36–37, 52–53, 78, 90, 114–115, 117, 130–131, 132–133, 148–149, 180, 192, 280, 316–317, 319, 332–333, 350–351, 394, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594

**TE 5:** 18–19, 21, 31, 34–35, 36–37, 52–53, 80, 92, 186, 222–223, 238–239, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 444–445, 460–461, 488, 500, 524–525, 540–541, 558–559, 592, 604

**TE 6:** 18–19, 34–35, 52–53, 82, 94, 118–119, 131, 134–135, 152–153, 192, 216–217, 232–233, 250–251,

280, 292, 316–317, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 545, 548–549, 573, 576, 588

- add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **(CCSS RF.K.2)**

**MSB 1:** 72, 92, 112

**MSB 2:** 12, 32, 52

**MSB 3:** 112

**MSB 4:** 12, 32, 52, 72, 92, 112

**MSB 5:** 12, 32, 92

**MSB 6:** 12, 52

**TE 1:** 21, 53, 232–233, 250, 323, 338, 356–357, 404, 429, 462–463, 531, 565

**TE 2:** 18–19, 35, 49, 53, 116–117, 182, 216–217, 252, 282, 316–317, 384, 434–435, 452–453, 518–519, 534–535, 553

**TE 3:** 18–19, 53, 118–119, 134–135, 152–153, 182, 194, 218–219, 234–235, 252–253, 292, 316–317, 329, 332–333, 351, 377, 389, 451, 479, 549

**TE 4:** 18–19, 34–35, 53, 114–115, 131, 149, 216–217, 232–233, 250–251, 292, 316–317, 332–333, 350–351, 382, 418–419, 452–453, 548–549

**TE 5:** 18–19, 34–35, 52–53, 116–117, 132–133, 150–151, 198, 223, 238–239, 256–257, 322–323, 338–339, 356–357, 426–427, 442–443, 460–461, 524–525, 540–541, 558–559

**TE 6:** 18–19, 34–35, 52–53, 118–119, 134–135, 152–153, 216–217, 232–233, 250–251, 316–317, 332–333, 350–352, 549

Phonics and Word Recognition							
<p>22. know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>MSB 2:</b> 36, 56, 76, 96, 116</p> <p><b>TE 1:</b> 430, 434–435, 450–451, 595, 605</p> <p><b>TE 2:</b> 20–21, 24–25, 31, 36–37, 40–41, 54–55, 56–57, 81, 83, 93, 94–95, 118–119, 134–135, 138–139, 152–153, 154–155, 181, 183, 193, 194–195, 218–219, 234–235, 238–239, 252–253, 254–255, 281, 283, 293, 294–295, 318–319, 334–335, 338–339, 352–353, 354–355, 383, 385, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 454–455, 456–457, 479, 483, 485, 495, 496–497, 520–521, 524–525, 536–537, 540–541, 554–555, 556–557, 581, 583, 593, 594–595</p> <p><b>TE 3:</b> 20–21, 24–25, 36–37, 40–41, 54–55, 56–57, 83, 85, 95, 96–97, 120–121, 124–125, 136–137, 140–141, 154–155, 156–157, 183, 185, 195, 196–197, 220–221, 224–225, 240–241, 254–255, 256–257, 283, 293, 294–295, 318–319, 322–323, 338–339, 352–353, 354–355, 383, 393, 394–395, 418–419, 422–423, 434–435, 438–439, 452–453, 454–455, 479, 480, 481, 491, 492–493, 516–517, 520–521, 532–533, 536–537, 550–551, 552–553, 577, 579, 589, 590–591</p> <p><b>TE 4:</b> 20–21, 24–25, 40–41, 54–55, 56–57, 81, 91, 92–93, 116–117, 120–121, 136–137, 150–151, 152–153,</p>	<p>22. know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>distinguish between similarly spelled words by identifying the sounds of the letters that differ. <b>(CCSS RF.K.3)</b></li> </ul>						

<p>183, 193, 194–195, 218–219, 222–223, 238–239, 252–253, 254–255, 282, 283, 293, 294–295, 318–319, 322–323, 338–339, 352–353, 354–355, 385, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 449, 454–455, 456–457, 479, 481, 491, 492–493, 516–517, 520–521, 532–533, 536–537, 550–551, 552–553, 583, 585, 595, 596–597</p> <p><b>TE 5:</b> 20–21, 24–25, 40–41, 54–55, 56–57, 83, 93, 94–95, 118–119, 122–123, 134–135, 138–139, 152–153, 154–155, 187, 189, 199, 200–201, 224–225, 228–229, 240–241, 244–245, 258–259, 260–261, 283, 289, 299, 300–301, 324–325, 328–329, 340–341, 344–345, 353, 358–359, 360–361, 391, 393, 403, 404–405, 428–429, 432–433, 444–445, 448–449, 462–463, 464–465, 489, 491, 501, 502–503, 526–527, 530–531, 542–543, 546–547, 560–561, 562–563, 595, 605, 606–607</p> <p><b>TE 6:</b> 20–21, 24–25, 36–37, 40–41, 49, 54–55, 56–57, 83, 85, 95, 96–97, 120–121, 124–125, 136–137, 140–141, 154–155, 156–157, 181, 183, 193, 194–195, 218–219, 222–223, 234–235, 238–239, 252–253, 254–255, 281, 283, 289, 293, 294–295, 318–319, 322–323, 334–335, 338–339, 352–353, 354–355, 383, 396–397, 420–421, 424–425, 436–437, 440–441, 454–455, 456–457, 475, 479, 481, 487, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 579, 589, 590–591</p>								
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- demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

**MSB 1:** 116, 118

**MSB 2:** 16, 18, 36, 38, 52, 56, 58, 76, 78, 96, 98

**TE 1:** 430, 446, 450–451, 459, 464, 497, 532–533, 536–537, 543, 548, 552–553, 561, 566–567, 568–569, 593, 594, 601, 606–607

**TE 2:** 81, 118–119, 122–123, 134–135, 138–139, 152–153, 193, 194–195, 203, 218–219, 222–223, 234–235, 247, 252–253, 281, 289, 293, 294–295, 318–319, 329, 334–335, 338–339, 347, 352–353, 383, 395, 396–397, 440–441, 454–455, 483, 521, 536–537, 554–555, 581, 603

**TE 3:** 20–21, 36–37, 40–41, 49, 54–55, 83, 95, 96–97, 120–121, 131, 136–137, 140–141, 149, 154–155, 183, 195, 196–197, 220–221, 236–237, 249, 254–255, 281, 293, 294–295, 318–319, 334–335, 352–353, 381, 393, 394–395, 479, 532–533, 550–551

**TE 4:** 20–21, 36–37, 54–55, 75, 91, 92–93, 116–117, 132–133, 145, 150–151, 177, 181, 193, 194–195, 218–219, 234–235, 252–253, 281, 293, 294–295, 318–319, 334–335, 338–339, 352–353, 383, 395, 396–397, 479, 517, 532–533, 550–551, 583, 591

**TE 5:** 20–21, 36–37, 54–55, 77, 93, 94–95, 118–119, 134–135, 152–153, 187, 199, 200–201, 225, 241, 258–

<p>259, 287, 325, 341, 358–359, 391, 399, 428–429, 444–445, 457, 462–463, 501, 502–503, 526–527, 537, 542–543, 555, 560–561, 593, 605, 606–607</p> <p><b>TE 6:</b> 20–21, 36–37, 54–55, 83, 105, 121, 137, 154–155, 219, 234–235, 252–253, 281, 319, 334–335, 352–353, 420–421, 436–437, 454–455, 516–517, 532–533, 550–551</p> <ul style="list-style-type: none"> <li>associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> </ul> <p><b>TE 2:</b> 20–21, 36–37, 40–41, 54, 93, 94–95, 420–421, 436–437, 454–455, 495, 496–497, 520–521, 531, 536–537, 554–555, 593, 594–595, 603</p> <p><b>TE 3:</b> 131, 418–419, 434–435, 452–453, 491, 492–493, 501, 516–517, 532–533, 550–551, 577, 589, 590–591</p> <p><b>TE 4:</b> 79, 420–421, 436–437, 454–455, 491, 492–493, 516–517, 532–533, 550–551, 595, 596–597</p> <p><b>TE 5:</b> 81, 224–225, 240–241, 258–259, 299, 300–301, 324–325, 340–341, 358–359, 391, 399, 403, 404–405, 489</p> <p><b>TE 6:</b> 20–21, 36–37, 54–55, 95, 96–97, 120–121, 136–137, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 247, 252–253, 281, 292, 294–295, 303, 318–319, 334–335, 352–353, 383, 391, 395, 396–397, 420–421, 436–437, 440–441, 454–455, 487, 516–517, 532–533, 550–551</p>								
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- read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

**MSB 5:** 17, 37, 57, 77, 97, 117

**MSB 6:** 17, 37, 57, 77, 97, 117

**TE 1:** 23, 24–25, 31, 39, 40–41, 56–57, 87, 97, 98–99, 125, 126–127, 141, 142–143, 177, 194–195, 221, 222–223, 237, 238–239, 289, 300–301, 327, 328–329, 343, 344–345, 360–361, 406–407, 433, 434–435, 449, 450–451, 465, 535, 536–537, 551, 552–553, 568–569, 595, 606–607

**TE 2:** 23, 39, 40–41, 94–95, 121, 137, 138–139, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 496–497, 523, 539, 540–541, 594–595

**TE 3:** 23, 39, 40–41, 96–97, 123, 139, 140–141, 196–197, 223, 236–237, 239, 240–241, 294–295, 321, 337, 338–339, 394–395, 421, 437, 438–439, 492–493, 519, 535, 536–537, 545, 590–591

**TE 4:** 23, 39, 40–41, 92–93, 119, 135, 136–137, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 596–597

**TE 5:** 23, 39, 40–41, 94–95, 121, 137, 138–139, 195, 200–201, 227, 243, 244–245, 300–301, 327, 343, 344–345, 404–405, 431, 448–449, 485, 502–503, 529, 545, 546–547, 606–607

**TE 6:** 23, 39, 40–41, 96–97, 123, 139, 140–141, 189, 194–195, 221, 237, 238–239, 294–295, 321, 337,

338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 590–591

- distinguish between similarly spelled words by identifying the sounds of the letters that differ.  
**(CCSS RF.K.3)**

**TE 2:** 334–335, 352, 436–437, 454–455, 536–537

**TE 3:** 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599

**TE 4:** 36, 87, 132, 150, 334, 436, 454, 532–533, 550

**TE 5:** 36–37, 134, 152, 240, 287, 340, 358, 444, 542

**TE 6:** 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585



Fluency						
<p><b>MSB 1:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 2:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 3:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 4:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 5:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 6:</b> 18, 38, 58, 78, 98, 118</p> <p><b>TE 1:</b> 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553</p> <p><b>TE 2:</b> 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541</p> <p><b>TE 3:</b> 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537</p> <p><b>TE 4:</b> 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537</p> <p><b>TE 5:</b> 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563</p> <p><b>TE 6:</b> 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>	<p>23. read emergent-reader texts with purpose and understanding. <b>(CCSS RF.K.4)</b></p>					

# WRITING

## Text Types and Purposes

**TE 1:** 29, 413, 541, 558, 585

**TE 2:** 29, 127, 244

**TE 3:** 29, 189, 501

**TE 4:** 29, 125, 446, 471, 485

**TE 5:** 29, 127, 383

**TE 6:** 29, 129, 146, 446

### Writing to Sources:

**Unit 1:** 222–223, 224–225, 226–227

**Unit 2:** 228–229, 230–231, 232–233, 234–235

**Unit 3:** 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111, 236–237, 238–239, 240–241

**Unit 4:** 242–243, 244–245, 246–247, 248–249

**Unit 5:** 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176, 177–179, 180, 181–183, 250–251, 252–253, 254–255, 256–257

**Unit 6:** 258–259, 260–261, 262–263, 264–265

24. 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...*). **(CCSS W.K.1)**

**TE 1:** 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501

**TE 2:** 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475

**TE 3:** 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499

**TE 4:** 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603

**TE 5:** 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613

**TE 6:** 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597

**Writing to Sources:**

**Unit 2:** 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75

**Unit 4:** 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140, 141–143, 144, 145–147

25. 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.. **(CCSS W.K.2)**

**TE 1:** 148, 244, 279, 293, 307, 456, 541, 558, 613  
**TE 2:** 101, 327, 429, 489, 503, 529, 546, 601  
**TE 3:** 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597  
**TE 4:** 85, 125, 187, 201, 327, 389, 471  
**TE 5:** 101, 127, 333, 350  
**TE 6:** 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499

**Writing to Sources:**

**Unit 1:** 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39, 266–267, 268–269, 270–271  
**Unit 2:** 272–273, 274–275  
**Unit 3:** 276–277, 278–279, 280–281  
**Unit 4:** 282–283, 284–285  
**Unit 5:** 286–287, 288–289  
**Unit 6:** 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212, 213–215, 216, 217–219, 290–291, 292–293

26. 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.  
**(CCSS W.K.3)**

Production and Distribution of Writing							
<p><b>TE 1:</b> 91, 187, 293, 399, 501, 585, 599  <b>TE 2:</b> 87, 187, 287, 389, 489, 573, 587  <b>TE 3:</b> 89, 189, 287, 387, 485, 569, 583  <b>TE 4:</b> 85, 187, 287, 389, 485, 589, 603  <b>TE 5:</b> 87, 193, 293, 397, 495, 599, 613  <b>TE 6:</b> 89, 187, 287, 389, 485, 583, 597</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 37–39  <b>Unit 2:</b> 73–75  <b>Unit 3:</b> 109–111  <b>Unit 4:</b> 145–147  <b>Unit 5:</b> 181–183  <b>Unit 6:</b> 217–219</p>	<p>27. with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <b>(CCSS W.K.5)</b></p>						
<p><b>TE 1:</b> 558, 585, 599, 613  <b>TE 2:</b> 546, 573, 587, 601  <b>TE 3:</b> 542, 569, 583, 597  <b>TE 4:</b> 575, 589, 603  <b>TE 5:</b> 613  <b>TE 6:</b> 569, 583, 597</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 37–39  <b>Unit 2:</b> 73–75  <b>Unit 3:</b> 109–111  <b>Unit 4:</b> 145–147  <b>Unit 5:</b> 181–183  <b>Unit 6:</b> 217–219</p>	<p>28. with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>(CCSS W.K.6)</b></p>						

**Research to Build and Present Knowledge**

**TE 1:** 201, 227, 279, 333, 413, 541, 558, 585, 599, 613

**TE 2:** 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601

**TE 3:** 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597

**TE 4:** 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603

**TE 5:** 73, 101, 179, 233, 279, 293, 307, 333, 411, 481, 495, 508, 552, 585, 599, 613

**TE 6:** 75, 89, 103, 173, 187, 201, 227, 273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569, 583, 597

**Writing to Sources:**

**Unit 4:** 138–139, 140, 141–143, 144, 145–147

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

**TE 1:** 131, 148, 187, 201, 333, 501, 541

**TE 2:** 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529

**TE 3:** 29, 89, 103, 129, 146, 189, 203, 229, 231, 232, 246, 287, 344, 387, 401, 427, 444, 485, 525, 573

**TE 4:** 29, 46, 71, 85, 99, 125, 142, 187, 201, 227, 273, 287, 301, 344, 389, 403, 429, 446, 485, 499, 525, 542

**TE 5:** 29, 46, 87, 127, 144, 193, 207, 233, 250, 293, 307, 350, 397, 411, 437, 454, 495, 508, 535, 552

**TE 6:** 29, 46, 75, 89, 103, 129, 187, 201, 227, 244, 273, 287, 301, 344, 429, 485, 499, 525, 542

**Writing to Sources:**

**Unit 1:** 222–223, 224–225, 226–227, 266–267, 268–269, 270–271

**Unit 2:** 228–229, 230–231, 232–233, 234–235, 272–273, 274–275

**Unit 4:** 138–139, 140, 141–143, 144, 145–147

**Unit 5:** 250–251, 252–253, 254–255, 256–257, 286–287, 288–289

**Unit 6:** 258–259, 260–261, 262–263, 264–265, 290–291, 292–293

30. with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
**(CCSS W.K.8)**

## SPEAKING AND LISTENING

### Comprehension and Collaboration

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

**MSB 1:** 47, 49, 67, 87, 107

**MSB 2:** 27, 47, 69

**MSB 3:** 49

**MSB 4:** 69, 89

**MSB 5:** 49, 89, 109

**TE 1:** 29, 30, 32–33, 50–51, 132, 178, 201, 226, 227, 230, 293, 309, 334, 336, 352, 353, 386–387, 492, 503, 542

**TE 2:** 44, 88, 103, 128, 174–175, 177, 230, 405, 432

**TE 3:** 32, 76–77, 130, 132, 176–177, 180, 274–275, 303, 330, 430, 448, 487, 570–571

**TE 4:** 32, 126, 174–175, 228, 274–275, 328, 376–377, 450, 501, 528, 605

**TE 5:** 32, 50, 128, 130, 180–181, 234, 236, 280–281, 334, 336, 384–385, 438, 440, 482–483, 511, 615

**TE 6:** 177, 203, 228, 274–275, 328, 376–377, 449, 599

**Writing to Sources:**

**Unit 1:** 37–39

**Unit 2:** 73–75

**Unit 3:** 109–111

**Unit 4:** 145–147

**Unit 5:** 181–183

**Unit 6:** 217–219

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

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

- continue a conversation through multiple exchanges.  
**(CCSS SL.K.1)**



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

**MSB 1:** 29, 49, 69, 89, 109, 129

**MSB 2:** 29, 49, 69

**MSB 3:** 89, 109

**MSB 4:** 29

**MSB 5:** 29, 69, 89, 109

**MSB 6:** 29, 49

**TE 1:** 29, 30, 45, 78–79, 104, 132, 152, 174–175, 228, 248, 280–281, 334, 354, 440, 460, 488–489, 542, 544, 586–597

**TE 2:** 30, 50, 74–75, 128, 174–175, 177, 228, 248, 274–275, 328, 348, 376–377, 430, 476–477, 530, 550, 574–575

**TE 3:** 30, 76–77, 130, 176–177, 230, 274–275, 328, 374–375, 428, 472–473, 487, 546, 570–571

**TE 4:** 30, 72–73, 126, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 576–577

**TE 5:** 30, 74–75, 88, 128, 180–181, 234, 280–281, 334, 384–385, 438, 482–483, 536, 586–587

**TE 6:** 30, 76–77, 130, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 570–571

**Writing to Sources:**

**Unit 1:** 37–39

**Unit 2:** 73–75

**Unit 3:** 109–111

**Unit 4:** 145–147

**Unit 5:** 181–183

**Unit 6:** 217–219

<ul style="list-style-type: none"> <li>continue a conversation through multiple exchanges. <b>(CCSS SL.K.1)</b></li> </ul> <p><b>MSB 2:</b> 69 <b>MSB 6:</b> 89</p> <p><b>TE 1:</b> 353, 389, 491, 542, 561 <b>TE 2:</b> 129, 228, 274–275, 479 <b>TE 3:</b> 130, 289, 429, 585 <b>TE 4:</b> 87, 101, 145, 203, 247, 289, 405, 430, 472–473, 475, 527, 545 <b>TE 5:</b> 74–75, 77, 128, 129, 180–181, 183, 209, 235, 283, 511, 537, 601 <b>TE 6:</b> 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527</p>								
<p><b>MSB 1:</b> 30, 50, 70, 90 <b>MSB 2:</b> 28–29, 48–49, 88–89 <b>MSB 3:</b> 48–49, 108–109 <b>MSB 4:</b> 70, 108, 130 <b>MSB 5:</b> 70, 128 <b>MSB 6:</b> 68–69, 90</p> <p><b>TE 1:</b> 48, 101, 134, 146–147, 196–197, 242–243, 284, 303, 308, 348–349, 353, 408–409, 454–455, 556, 560, 562, 588, 590 <b>TE 2:</b> 30, 74–75, 78, 102, 128, 130, 146, 148, 174–175, 176, 188, 246, 247, 276, 278, 346, 376–377, 378, 380, 404, 430, 448, 478, 480, 530, 532, 548, 574–575, 576, 578, 588, 602 <b>TE 3:</b> 48, 50, 78, 80, 104, 130, 148, 150, 176–177, 178, 248, 250, 276, 278, 346, 348, 376, 378, 428, 446, 472–473, 474, 476, 528, 544, 572, 574 <b>TE 4:</b> 48, 50, 76, 101, 128, 144, 146, 176, 178, 229, 230, 246, 248, 276,</p>	<p>32. 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. <b>(CCSS SL.K.2)</b></p>							

<p>278, 296–297, 330, 346, 348, 378, 380, 432, 448, 474, 476, 544, 546, 578, 580, 590, 598–599</p> <p><b>TE 5:</b> 48, 76, 78, 148, 182, 184, 194, 252, 254, 282, 284, 302–303, 352, 354, 386, 388, 456, 458, 484, 486, 538, 554, 556, 588, 590</p> <p><b>TE 6:</b> 32, 48, 50, 78, 80, 132, 148, 150, 176, 178, 228, 230, 246, 248, 274–275, 276, 278, 330, 348, 378, 380, 398–399, 432, 448, 450, 474, 476, 528, 544, 546, 572, 574</p>								
<p><b>TE 1:</b> 28, 30, 78–79</p> <p><b>TE 2:</b> 30, 74–75, 128, 174–175, 228, 328, 530, 574–575</p> <p><b>TE 3:</b> 249, 297, 374–375, 487, 570–571</p> <p><b>TE 4:</b> 174–175, 472–473, 545, 576–577</p> <p><b>TE 5:</b> 30, 74–75, 234, 280–281</p> <p><b>TE 6:</b> 91, 99, 130, 174–175, 274–275, 376–377</p> <p><b>Writing to Sources:</b></p> <p><b>Unit 1:</b> 37–39</p> <p><b>Unit 2:</b> 73–75</p> <p><b>Unit 3:</b> 109–111</p> <p><b>Unit 4:</b> 145–147</p> <p><b>Unit 5:</b> 181–183</p> <p><b>Unit 6:</b> 217–219</p>	<p>33. ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>(CCSS SL.K.3)</b></p>							

Presentation of Knowledge and Ideas							
<p><b>MSB 2:</b> 108  <b>MSB 3:</b> 48–49, 88, 128  <b>MSB 4:</b> 68, 70  <b>MSB 5:</b> 48, 108–109</p> <p><b>TE 1:</b> 132, 174–175, 224–225, 226, 240–241, 243, 292, 306, 332, 349, 384, 386–387, 398, 408–409, 412, 438, 501, 586–587  <b>TE 2:</b> 189, 229, 247, 274–275, 376–377, 430, 476–477  <b>TE 3:</b> 76–77, 302, 328, 374–375  <b>TE 4:</b> 30, 72–73, 74, 75, 174–175, 228, 274–275, 289, 296–297, 604  <b>TE 5:</b> 48, 209, 253, 295, 334, 384–385, 438, 439, 482–483, 497  <b>TE 6:</b> 31, 91, 131, 203, 346, 379, 430, 472–473, 526, 570–571</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 12–13</p>	<p>34. describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <b>(CCSS SL.K.4)</b></p>						
<p><b>TE 1:</b> 31, 106, 133, 176, 283, 306, 353, 384, 401, 459  <b>TE 2:</b> 31, 49, 89, 147, 177, 189, 303, 347, 391, 449, 505  <b>TE 3:</b> 79, 105, 179, 205, 277, 289, 303, 329, 585  <b>TE 4:</b> 49, 203, 329, 347, 431, 449, 545, 579  <b>TE 5:</b> 102, 103, 235, 295, 309, 457, 589  <b>TE 6:</b> 79, 131, 347, 475, 545, 585</p>	<p>35. add drawings or other visual displays to descriptions as desired to provide additional detail. <b>(CCSS SL.K.5)</b></p>						

**MSB 1:** 108–109  
**MSB 3:** 28–29, 48–49, 88–89  
**MSB 6:** 108–109

**TE 1:** 152, 174–175, 334, 386–387,  
440, 488–489

**TE 2:** 228, 274–275, 476–477

**TE 3:** 30, 76–77, 130, 176–177, 328,  
374–375, 428, 472–473, 570–571

**TE 4:** 30, 72–73, 228, 274–275, 430,  
526

**TE 5:** 30, 74–75, 128, 180–181, 438,  
482–483, 536, 586–587

**TE 6:** 30, 31, 76–77, 328, 376–377,  
430, 472–473

**Writing to Sources:**  
**Unit 2:** 73–75

36. speak audibly and express thoughts, feelings, and ideas clearly.  
**(CCSS SL.K.6)**

# LANGUAGE

## Conventions of Standard English

37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**TE 1:** 615

**TE 2:** 126, 129, 143, 186, 200, 226, 243, 272, 277, 286, 300, 326, 343, 347, 374, 379, 388, 402, 474, 528, 545, 586, 600

**TE 3:** 28, 45, 74, 88, 102, 174, 326, 343, 386, 400, 426, 429, 443, 470, 484, 498, 501, 524, 541, 568, 582, 596

**TE 4:** 28, 31, 45, 70, 84, 98, 124, 141, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 470, 524, 541, 588, 602

**TE 5:** 72, 232, 249, 292, 306, 332, 349, 382, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612

**TE 6:** 28, 45, 49, 74, 88, 91, 102, 128, 145, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596

### Writing to Sources:

**Unit 1:** 6–7, 10–11, 14–15, 18–19, 22–23, 26–27

**Unit 2:** 42–43, 46–47, 50–51, 54–55, 58–59, 62–63

**Unit 3:** 78–79, 82–83, 86–87, 90–91, 94–95, 98–99

**Unit 4:** 114–115, 118–119, 122–123, 126–127, 130–131, 134–135

37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- print many upper- and lowercase letters.
- use frequently occurring nouns and verbs.
- form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- produce and expand complete sentences in shared language activities.  
**(CCSS L.K.1)**

**Unit 5:** 150–151, 154–155, 158–159, 162–163, 166–167, 169–170

**Unit 6:** 186–187, 190–191, 194–195, 198–199, 202–203, 206–207

- print many upper- and lowercase letters.

**TE 1:** 22, 29, 38, 46, 77, 91, 124, 131, 140, 147, 148, 173, 187, 200, 201, 220, 227, 236, 244, 279, 307, 326, 333, 342, 350, 385, 399, 413, 415, 432, 439, 448, 456, 487, 501, 534, 550

**TE 2:** 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 503, 522, 538

**TE 3:** 22, 29, 38, 46, 75, 89, 103, 122, 138, 146, 175, 189, 203, 222, 229, 238, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 427, 436, 444, 471, 485, 499, 518, 534

**TE 4:** 22, 29, 38, 46, 71, 85, 118, 125, 134, 142, 173, 187, 201, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534

**TE 5:** 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 179, 193, 207, 226, 233, 242, 250, 279, 293, 307, 326, 333, 342, 350, 383, 387, 397, 411, 430, 437, 446, 454, 481, 495, 509, 528, 544

**TE 6:** 22, 29, 38, 46, 75, 89, 103, 122, 129, 138, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534

<ul style="list-style-type: none"> <li>• use frequently occurring nouns and verbs</li> </ul> <p><b>TE 1:</b> 438, 441, 455, 459, 486, 490, 491, 500, 540, 557, 584, 598, 612, 615</p> <p><b>TE 2:</b> 72, 77, 126, 143, 186, 200, 272</p> <p><b>TE 3:</b> 28, 30, 31, 45, 49, 88, 91, 102, 128, 145, 147, 149, 174, 188, 190, 202, 228, 245, 272, 277, 286, 300, 326, 329, 343, 372, 386, 400, 470, 475</p> <p><b>TE 5:</b> 332, 349, 396, 410, 413, 436, 453, 480, 494, 508, 534, 551, 555, 584, 589, 598, 601, 612</p> <p><b>TE 6:</b> 74</p> <ul style="list-style-type: none"> <li>• form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> </ul> <p><b>TE 2:</b> 28, 31, 45, 72, 86, 100, 172, 177</p> <p><b>TE 5:</b> 332, 349, 396, 410, 436, 480, 494, 508, 584</p> <ul style="list-style-type: none"> <li>• understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> </ul> <p><b>TE 2:</b> 404</p> <p><b>TE 3:</b> 571</p> <p><b>TE 4:</b> 545</p> <p><b>TE 5:</b> 28, 45, 74–75, 86, 100, 178</p> <p><b>TE 6:</b> 326, 343, 388, 402, 470</p> <ul style="list-style-type: none"> <li>• use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> </ul> <p><b>TE 1:</b> 309</p> <p><b>TE 3:</b> 205, 247, 248, 288</p> <p><b>TE 5:</b> 232, 249, 292, 306, 382</p> <p><b>TE 6:</b> 128, 145, 186, 200, 272</p>								
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- produce and expand complete sentences in shared language activities. **(CCSS L.K.1)**

**TE 3:** 524, 541, 572, 573, 582, 596, 599

**TE 4:** 28, 45, 70, 84, 98, 124, 127, 141, 172, 186, 200, 226, 229, 243, 272, 286, 289, 300, 326, 329, 343, 374, 388, 391, 402, 470

**TE 5:** 183, 436, 453, 494, 508, 584

**TE 6:** 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 527, 541, 568, 582, 596

<p>38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>TE 1:</b> 130, 147, 200  <b>TE 2:</b> 126, 143, 186, 200, 272  <b>TE 3:</b> 524, 541, 582, 585, 596  <b>TE 4:</b> 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602  <b>TE 5:</b> 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278  <b>TE 6:</b> 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p> <ul style="list-style-type: none"> <li>• capitalize the first word in a sentence and the pronoun <i>I</i>.</li> </ul> <p><b>TE 3:</b> 524, 541, 582, 583, 596  <b>TE 4:</b> 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602  <b>TE 5:</b> 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278  <b>TE 6:</b> 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p> <ul style="list-style-type: none"> <li>• recognize and name end punctuation.</li> </ul> <p><b>TE 3:</b> 524, 541, 582, 596  <b>TE 4:</b> 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574  <b>TE 5:</b> 28, 45, 86, 100, 126, 143, 178, 192, 206, 278  <b>TE 6:</b> 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p>	<p>38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>• recognize and name end punctuation.</li> <li>• write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• spell simple words phonetically, drawing on knowledge of sound-letter relationships. <b>(CCSS L.K.2)</b></li> </ul>							
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- write a letter or letters for most consonant and short-vowel sounds (phonemes).

**TE 2:** 182, 282, 384, 484, 582

**TE 3:** 84, 184, 282, 382, 480, 578

**TE 4:** 80, 182, 282, 384, 480, 584

**TE 5:** 82, 188, 288, 392, 490

**TE 6:** 84, 182, 282, 384, 480, 578

- spell simple words phonetically, drawing on knowledge of sound-letter relationships. **(CCSS L.K.2)**

**TE 2:** 182, 282, 384, 484, 582

**TE 3:** 84, 179, 184, 191, 282, 347, 382, 480, 578

**TE 4:** 80, 87, 182, 282, 384, 480, 584

**TE 5:** 82, 188, 288, 392, 490, 594

**TE 6:** 84, 182, 189, 282, 289, 379, 384, 480, 578, 585, 599

## Vocabulary Acquisition and Use

39. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**MSB 1:** 17, 18–25, 28, 57, 58–65, 68

**TE 1:** 62, 66, 179, 231, 243, 249, 285, 355, 378, 438

**TE 2:** 79, 149, 179, 231, 381, 451, 481

**TE 3:** 33, 81, 279, 547

**TE 4:** 51, 147, 179, 279, 477, 547

**TE 5:** 33, 237, 337, 389

**TE 6:** 133, 179, 231, 249, 279

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

**TE 1:** 179, 355

**TE 2:** 79, 149, 179, 231, 381, 451, 481

**TE 3:** 33, 81, 279, 547

**TE 4:** 51, 279, 477, 547

**TE 5:** 33, 237, 337, 389

**TE 6:** 133, 179, 231, 249, 279

- 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. **(CCSS L.1.4)**

**TE 1:** 243, 438

**TE 2:** 28, 45, 86, 100, 488

**TE 3:** 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377

**TE 4:** 147, 179

**TE 5:** 332, 349, 396, 410, 480

**TE 6:** 74

39. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- 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. **(CCSS L.1.4)**

<p>40. with guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>MSB 1:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 2:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 3:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 4:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 5:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 6:</b> 28, 48, 68, 88, 108, 128, 132–143</p> <p><b>TE 1:</b> 81, 135, 149, 188, 245, 351, 400  <b>TE 2:</b> 47, 88, 145, 188, 229, 245, 288, 302, 326, 329, 345, 374, 388, 390, 447, 474, 528, 545, 547, 586, 588, 600  <b>TE 3:</b> 28, 45, 47, 74, 88, 90, 102, 147, 151, 174, 188, 190, 202, 233, 247, 288, 326, 343, 345, 386, 388, 400, 445, 470, 486, 543, 584  <b>TE 4:</b> 47, 86, 143, 188, 245, 288, 345, 390  <b>TE 5:</b> 47, 88, 145, 194, 251, 294, 351, 398, 441, 455, 496, 534, 551, 553, 598, 600, 612  <b>TE 6:</b> 47, 74, 90, 147, 188, 331, 345, 390, 447, 486, 543, 584</p> <ul style="list-style-type: none"> <li>sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> </ul> <p><b>MSB 1:</b> 48, 68, 74–75, 114–115, 127, 128</p>	<p>40. with guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. <b>(CCSS L.K.5)</b></li> </ul>							
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<p><b>MSB 2:</b> 28, 48  <b>MSB 3:</b> 28  <b>MSB 4:</b> 94–95</p> <p><b>TE 1:</b> 47, 81, 149, 188, 245, 294, 330–331, 349, 351, 362, 389, 396, 410–411, 415, 538–539, 543, 557, 561, 570, 596, 601, 610–611, 614  <b>TE 2:</b> 47, 84, 85, 89, 129, 289, 329, 345, 390, 447, 486, 549  <b>TE 3:</b> 47, 90, 147, 190, 247, 287, 302, 429  <b>TE 4:</b> 177, 245, 277, 288, 303, 391, 405, 426–427, 431, 475, 482, 500, 543, 579, 590  <b>TE 5:</b> 47, 88, 102, 103, 129, 235, 251, 294, 308, 335, 351, 398, 413, 497, 553, 600  <b>TE 6:</b> 47, 79, 90, 147, 149, 177, 188, 245, 277, 288, 345, 390, 500, 543, 573, 584</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 46–47, 60–61</p> <ul style="list-style-type: none"> <li>demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> </ul> <p><b>MSB 3:</b> 108</p> <p><b>TE 1:</b> 249, 559  <b>TE 2:</b> 326, 388, 391, 428, 431, 445, 488, 502, 505, 572, 576  <b>TE 3:</b> 28, 445, 446, 486  <b>TE 5:</b> 534, 598</p>								
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- identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

**MSB 1:** 68, 128

**MSB 3:** 108, 128

**MSB 4:** 28, 48, 68

**MSB 5:** 128

**MSB 6:** 108

**TE 1:** 47, 92, 179, 228, 245, 246, 249, 282, 285, 292, 294, 351, 352, 401, 414, 443, 457, 461, 493, 502, 559, 589, 591, 600

**TE 2:** 33, 47, 48, 51, 88, 145, 179, 188, 226, 243, 286, 300, 326, 343, 374, 378, 379, 388, 402, 433, 474, 428, 545, 600

**TE 3:** 49, 74, 91, 105, 181, 233, 251, 345, 388, 445, 477, 486, 529, 543, 547, 575, 584

**TE 4:** 47, 77, 86, 129, 143, 179, 188, 245, 279, 288, 331, 349, 381, 447, 477, 486, 581

**TE 5:** 33, 79, 145, 194, 295, 337, 389, 441, 459, 487, 553, 600

**TE 6:** 33, 51, 81, 249, 279, 433, 447, 451, 477, 486, 529, 547, 575

- distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. **(CCSS L.K.5)**

**TE 3:** 45, 88, 102, 151, 174, 188, 202, 233, 326, 343, 386, 400, 470

**TE 5:** 441, 534, 551, 598, 612

**TE 6:** 74, 331

<p><b>MSB 1:</b> 28, 48, 68, 88, 108, 128  <b>MSB 2:</b> 28, 48, 68, 88, 108, 128  <b>MSB 3:</b> 28, 48, 68, 88, 108, 128  <b>MSB 4:</b> 28, 48, 68, 88, 108, 128  <b>MSB 5:</b> 28, 48, 68, 88, 108, 128</p> <p><b>TE 1:</b> 33, 47, 51, 83, 135, 149, 153, 179, 231, 249, 285, 337, 351, 355, 391, 400, 443, 457, 493, 545, 559, 563, 591  <b>TE 2:</b> 33, 47, 51, 79, 131, 145, 149, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 481, 533, 547, 551, 578, 586, 588  <b>TE 3:</b> 33, 47, 51, 81, 90, 133, 147, 151, 181, 190, 233, 247, 251, 279, 331, 345, 349, 379, 388, 431, 445, 449, 477, 486, 529, 543, 547, 575, 584  <b>TE 4:</b> 33, 47, 51, 77, 86, 129, 143, 147, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 581, 590, 604, 605  <b>TE 5:</b> 33, 47, 51, 79, 88, 131, 145, 149, 185, 194, 237, 251, 255, 285, 294, 337, 351, 355, 389, 398, 439, 441, 455, 459, 487, 496, 539, 553, 557, 591, 600  <b>TE 6:</b> 33, 47, 51, 81, 90, 133, 147, 151, 179, 188, 231, 246, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 575, 584</p>	<p>41. use words and phrases acquired through conversations, reading and being read to, and responding to texts. <b>(CCSS L.K.6)</b></p>							
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