

A Correlation of



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To the

Oklahoma Academic Standards English Language Arts Kindergarten

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**Correlation with
Oklahoma Academic Standards**

PreK-5 English Language Arts

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Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Correlation Location:

Listening: Students will develop and apply effective communication skills through active listening.	
TE: Unit 1, Week 6, p. T452 / SI: Unit 1, Week 6, p. 218 TE: Unit 2, Week 6, p. T452 / SI: Unit 2, Week 6, p. 218 TE: Unit 4, Week 6, pp. T454–T455 / SI: Unit 4, Week 6, p. 218	K.1.L.1: Students will actively listen using agreed-upon rules for discussion with prompting.
TE: Unit 5, Week 4, pp. T180–T181 / SI: Unit 5, Week 4, p. 134 TE: Unit 5, Week 5, pp. T250–T251	K.1.L.2: Students will follow simple one- and two-step oral directions.
Speaking: Students will develop and apply effective communication skills to share ideas through speaking.	
TE: Unit 2, Week 3, pp. T178–T179 / SI: Unit 2, Week 3, p. 120 TE: Unit 4, Week 4, p. T202 Unit 4, Week 6, p. T444 / SI: Unit 4, Week 6, pp. 212–213	K.1.S.1: Students will work respectfully with peers with prompting.
TE: Unit 1, Week 4, pp. 234–235 / SI: Unit 1, Week 4, p. 158 TE: Unit 1, Week 6, p. 424, / SI: Unit 1, Week 6, pp. 204–205 TE: Unit 2, Week 6, pp. T452–T453 / SI: Unit 2, Week 6, p. 218	K.1.S.2: Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.
TE: Unit 1, Week 1, pp. 20–21 / SI: Unit 1, Week 1, pp. 14–15 TE: Unit 2, Week 6, pp. T452–T453 / SI: Unit 2, Week 6, p. 218	K.1.S.3: Students will ask and answer relevant questions with prompting.
TE: Unit 3, Week 5, pp. T420–T421 TE: Unit 4, Week 1, pp. T66–T67 / SI: Unit 4, Week 1, p. 44 TE: Unit 5, Week 5, pp. T398–T399	K.1.S.4: Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic).

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Correlation Location:

Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.	
<p>TE: Unit 2, Week 3, p. T130 / SI: Unit 2, Week 3, p. 92 TE: Unit 3, Week 4, p. T222 / SI: Unit 3, Week 4, p. 141 TE: Unit 4, Week 2, p. T102 / SI: Unit 4, Week 2, p. 57</p>	K.2.PA.1: Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.).
<p>TE: Unit 2, Week 1, p. T310 / SI: Unit 2, Week 1, p. 46 TE: Unit 2, Week 2, p. T334 / SI: Unit 2, Week 2, p. 84 TE: Unit 2, Week 4, p. T382 / SI: Unit 2, Week 4, p. 160</p>	K.2.PA.2: Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.
<p>TE: Unit 1, Week 1, pp. T18–T19 / SI: Unit 1, Week 1, p. 16 TE: Unit 1, Week 1, pp. T46–T47 / SI: Unit 1, Week 1, p. 19 TE: Unit 1, Week 4, pp. T186–T187 / SI: Unit 1, Week 4, p. 130 TE: Unit 2, Week 5, pp. T242–T243 / SI: Unit 2, Week 5, p. 168 TE: Unit 3, Week 1, pp. T48–T49 / SI: Unit 3, Week 1, p. 19</p>	K.2.PA.3: Students will isolate and pronounce initial, medial, and final sounds in spoken words.
<p>TE: Unit 3, Week 1, p. T18 / SI: Unit 3, Week 1, p. 16 TE: Unit 3, Week 2, p. T110 / SI: Unit 3, Week 2, p. 59 TE: Unit 4, Week 3, p. T158 / SI: Unit 4, Week 3, p. 95</p>	K.2.PA.4: Students will count, segment, and blend syllables in spoken words.
<p>TE: Unit 1, Week 3, p. T130 / SI: Unit 1, Week 3, p. 92 TE: Unit 1, Week 3, pp. T158–T159 / SI: Unit 1, Week 3, p. 95 TE: Unit 2, Week 4, pp. T186–T187 / SI: Unit 2, Week 4, p. 130</p>	K.2.PA.5: Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending /j/ + og = <i>jog</i> ; segmenting: <i>cat</i> = /c/+ at).
<p>TE: Unit 2, Week 2, pp. T74–T75 / SI: Unit 2, Week 2, p. 54 TE: Unit 2, Week 3, pp. T158–T159 / SI: Unit 2, Week 3, p. 95 TE: Unit 4, Week 1, pp. T46–T47 / SI: Unit 4, Week 1, p. 19</p>	K.2.PA.6: Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= <i>flat</i>).

<p>TE: Unit 2, Week 2, pp. T74–T75 / SI: Unit 2, Week 2, p. 54 TE: Unit 2, Week 3, pp. T158–T159 / SI: Unit 2, Week 3, p. 95 TE: Unit 4, Week 1, pp. T46–T47 / SI: Unit 4, Week 1, p. 19</p>	<p>K.2.PA.7: Students will segment phonemes in one-syllable spoken words with 2–4 phonemes (e.g., <i>flat</i> = /f/ /l/ /a/ /t/).</p>
<p>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.</p>	
<p>p. AP330</p>	<p>K.2.PC.1: Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p>
<p>TE: Unit 1, p. T11 / SI: Unit 1, p. 10 TE: Unit 1, Week 3, pp. T146–T147 / SI: Unit 1, Week 3, pp. 106–107 TE: Unit 3, Week 1, pp. T34–T35 / SI: Unit 3, Week 1, p. 30</p>	<p>K.2.PC.2: Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p>
<p>TE: Unit 3, Week 1, pp. T312–T313 / SI: Unit 3, Week 1, p. 51 TE: Unit 3, Week 3, p. T154 / SI: Unit 3, Week 3, p. 114 TE: Unit 5, Week 1, pp. T34–T35 / SI: Unit 5, Week 1, pp. 28–29</p>	<p>K.2.PC.3: Students will recognize that print moves from top to bottom, left to right, and front to back.</p>
<p>TE: Unit 1, Week 3, pp. T360–T361 / SI: Unit 1, Week 3, p. 126 TE: Unit 2, Week 3, pp. T360–T361 / SI: Unit 2, Week 3, p. 126 TE: Unit 2, Week 5, p. T258</p>	<p>K.2.PC.4: Students will recognize that written words are made up of letters and are separated by spaces.</p>
<p>TE: Unit 1, Week 3, p. T146 TE: Unit 2, Week 1, pp. T34–T35 / SI: Unit 2, Week 1, p. 30 TE: Unit 2, Week 4, pp. T380–T381 TE: Unit 3, Week 4, pp. T388–T389 TE: Unit 3, Week 5, p. 408 TE: Unit 4, Week 2, p. 339 TE: Unit 4, Week 3, p. T363 TE: Unit 4, Week 3, p. T367 / SI: Unit 4, Week 3, p. 124</p>	<p>K.2.PC.5: Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting.</p>
<p>TE: Unit 2, Week 2, p. T82 / SI: Unit 2, Week 2 p. AP78 TE: Unit 2, Week 5, p. T250 / SI: Unit 2, Week 5 p. AP84 TE: Unit 4, Week 1, p. T26 / SI: Unit 4, Week 1 p. AP200 TE: Unit 4, Week 3, p. T138 / SI: Unit 4, Week 3 p. AP204 p. AP331</p>	<p>K.2.PC.6: Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p>

<p>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.</p>	
<p>Letter Recognition Unit, pp. xvii–xlili TE: Unit 3, Week 1, p. T318 / SI: Unit 3, Week 1, p. 48 TE: Unit 3, Week 2, p. T342 / SI: Unit 3, Week 2, p. 92 TE: Unit 3, Week 3, p. T366 / SI: Unit 3, Week 3, p. 130</p>	<p>K.2.PWS.1: Students will name all uppercase and lowercase letters.</p>
<p>Letter Recognition Unit, pp. xvii–xlili p. AP332</p>	<p>K.2.PWS.2: Students will sequence the letters of the alphabet.</p>
<p>Short and Long Vowels TE: Unit 1, Week 2, pp. T74–T75 / SI: Unit 1, Week 2, p. 55 TE: Unit 1, Week 4, pp. T186–T187 / SI: Unit 1, Week 4, p. 131 TE: Unit 2, Week 2, pp. T74–T75 / SI: Unit 2, Week 2, p. 55 TE: Unit 2, Week 5, pp. T242–T243 / SI: Unit 2, Week 5, p. 169 TE: Unit 3, Week 2, pp. T76–T77 / SI: Unit 3, Week 2, p. 57 TE: Unit 3, Week 4, pp. T208–T209 / SI: Unit 3, Week 4, p.140 TE: Unit 3, Week 5, pp. T250–T251 / SI: Unit 3, Week 5, p. 177 TE: Unit 4, Week 1, pp. T18–T19 / SI: Unit 4, Week 1, p. 17 TE: Unit 4, Week 2, pp. T74–T75 / SI: Unit 4, Week 2, p. 55 TE: Unit 4, Week 3, pp. T130–T131 / SI: Unit 4, Week 3, p. 93</p> <p>Common Sound for Consonants TE: Unit 1, Week 1, pp. T18–T19 / SI: Unit 1, Week 1, p. 17 TE: Unit 1, Week 1, pp. T46–T47 / SI: Unit 1, Week 1, p. 20 TE: Unit 1, Week 3, pp. T130–T131 / SI: Unit 1, Week 3, p. 93 TE: Unit 5, Week 5, pp. T232–T233 / SI: Unit 5, Week 5, p. 166</p>	<p>K.2.PWS.3: Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).</p>
<p>TE: Unit 1, Week 2, pp. T112–T113 / SI: Unit 1, Week 2, pp. 61–63 TE: Unit 1, Week 2, pp. T120–T121 / SI: Unit 1, Week 2, pp. 64–65 TE: Unit 1, Week 3, pp. T168–T169 / SI: Unit 1, Week 3, pp. 99–101 TE: Unit 2, Week 2, pp. T112–T113 / SI: Unit 2, Week 2, pp. 61–63</p>	<p>K.2.PWS.4: Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = <i>at, in, up</i>; CVC words = <i>pat, hen, lot</i>).</p>

Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.	
p. AP337 p. AP338	K.2.SE.1 Students will represent major consonants logically in phonetic spelling (e.g., “lefnt” for <i>elephant</i> or “apl” for <i>apple</i>).
p. AP337 p. AP338	K.2.SE.2 Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., “kat” for <i>cat</i> or “fer” for <i>fur</i>).
Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.	
Letter Recognition Unit, p. xlili p. AP331	K.2.F.1: Students will read their first and last name in print.
TE: Unit 3, Week 3, p. T151 p. AP339	K.2.F.2: Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.)
TE: Unit 1, Week 2, p. T103 / SI: Unit 1, Week 2, p. 59 TE: Unit 1, Week 4, pp. T224–T225 / SI: Unit 1, Week 4, pp. 137–139 TE: Unit 2, Week 2, p. T103 / SI: Unit 2, Week 2, p. 59 TE: Unit 3, Week 4, pp. T232–T233 / SI: Unit 3, Week 4, pp. 145–147 TE: Unit 5, Week 5, p. T261 / SI: Unit 5, Week 5, p. 169	K.2.F.3: Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Correlation Location:

Reading: Students will read and comprehend inclusive, diverse, and increasing complex literary and informational texts.	
<p>TE: Unit 1, Week 3, pp. T136–T137 / SI: Unit 1, Week 3, pp. 104–105</p> <p>TE: Unit 1, Week 3, pp. T149, T151</p> <p>TE: Unit 1, Week 3, pp. T160–T161 / SI: Unit 1, Week 3, p. 118</p> <p>TE: Unit 2, Week 1, pp. T48–T49 / SI: Unit 2, Week 1, p. 42</p>	K.2.R.1: Students will identify the topic or main idea with a supporting detail of a text with prompting.
<p>TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, pp. 28–29</p> <p>TE: Unit 1, Week 3, pp. T136–T137 / SI: Unit 1, Week 3, pp. 104–105</p> <p>TE: Unit 2, Week 3, pp. T178–T179 / SI: Unit 2, Week 3, p. 120</p> <p>TE: Unit 5, Week 4, p. T180</p>	K.2.R.2 Students will discriminate between fiction and nonfiction text with prompting.
<p>TE: Unit 1, Week 2, pp. T122–T123 / SI: Unit 1, Week 2, p. 82</p> <p>TE: Unit 3, Week 5, pp. T254–T255</p> <p>TE: Unit 3, Week 5, pp. T280–T281 / SI: Unit 3, Week 5, p. 202</p>	K.2.R.3: Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting.
<p>TE: Unit 2, Week 1, pp. T66–T67 / SI: Unit 2, Week 1, p. 44</p> <p>TE: Unit 2, Week 5, pp. T282–T283 / SI: Unit 2, Week 5, p. 195</p> <p>TE: Unit 3, Week 2, pp. T130–T131 / SI: Unit 3, Week 2, p. 90</p>	K.2.R.4: Students will begin to retell facts and details from an informational text.
Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	
<p>TE: Unit 1, Week 3, pp. T178–T179 / SI: Unit 1, Week 3, p. 120</p> <p>TE: Unit 3, Week 3, pp. T360–T361 / SI: Unit 3, Week 3, p. 133</p> <p>TE: Unit 4, Week 3, pp. T352–T353 / SI: Unit 4, Week 3, p. 125</p> <p>TE: Unit 5, Week 3, pp. T338–T339 / SI: Unit 5, Week 3, p. 119</p>	K.2.W.1: Students will express themselves through drawing and emergent writing.
<p>TE: Unit 3, Week 3, pp. T360–T361 / SI: Unit 3, Week 3, p. 133</p> <p>TE: Unit 3, Week 3, pp. T368–T369 / SI: Unit 3, Week 3, p. 134</p> <p>TE: Unit 3, Week 3, pp. T376–377 / SI: Unit 3, Week 3, p. 135</p>	K.2.W.2: Students will sequence the action or details of stories/texts with prompting.

TE: Unit 1, Week 3, pp. T360–T361 / SI: Unit 1, Week 3, p. 126 TE: Unit 2, Week 3, pp. T360–T361 / SI: Unit 2, Week 3, p. 126	K.2.W.3: Students will use appropriate spacing between letters and words in emergent writing.
TE: Unit 3, Week 2, pp. T114–T115 / SI: Unit 3, Week 2, p. 93 TE: Unit 5, Week 5, pp. T390–T391 / SI: Unit 5, Week 5, p. 198	K.2.W.4: Students will add to their drawing and emergent writing.
TE: Unit 3, Week 5, pp. T420–T421 / SI: Unit 3, Week 5, p. 211 TE: Unit 5, Week 5, pp. T398–T399 / SI: Unit 5, Week 5, p. 199	K.2.W.5: Students will share their stories/texts with authentic audiences.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Correlation Location:

<p>Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	
<p>TE: Unit 1, Week 2, pp. T328–T329 / SI: Unit 1, Week 2, p. 87 TE: Unit 1, Week 4, p. T202 / SI: Unit 1, Week 4, p. 145</p>	<p>K.3.R.1: Students will describe the roles of an author and illustrator in various texts.</p>
<p>TE: Unit 1, Week 2, pp. T114–T115 / SI: Unit 1, Week 2, p. 81 TE: Unit 2, Week 2, p. T90 / SI: Unit 2, Week 2, p. 68 TE: Unit 3, Week 3, pp. T178–T179 / SI: Unit 3, Week 3, p. 127</p>	<p>K.3.R.2: Students will ask and answer basic questions, (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.</p>
<p>TE: Unit 1, Week 1, pp. T48–T49 / SI: Unit 1, Week 1, p. 42 TE: Unit 1, Week 4, pp. T216–T217 / SI: Unit 1, Week 4, p. 156 TE: Unit 2, Week 3, pp. T160–T161 / SI: Unit 2, Week 3, p. 118 TE: Unit 4, Week 3, pp. T160–T161 / SI: Unit 4, Week 3, p. 118</p>	<p>K.3.R.3: Students will describe characters and setting in a story with prompting.</p>
<p>Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	
<p>Drawing TE: Unit 2 Week 2, pp. T122–T123 / SI: Unit 2, Week 2, p. 82</p> <p>Labeling TE: Unit 2, Week 3, p. T132 / SI: Unit 2, Week 3, pp. 90–91 TE: Unit 3, Week 2, p. T78 / SI: Unit 3, Week 2, pp. 54–55</p> <p>Writing TE: Unit 3, Week 5, pp. T420–T421 / SI: Unit 3, Week 5, p. 211 TE: Unit 4, Week 2, pp. T122–T123 / SI: Unit 4, Week 2, p. 82</p>	<p>K.3.W: Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.</p>

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Correlation Location:

Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.	
TE: Unit 1, Week 1, p. 310 / SI: Unit 1, Week 1, p. 46 TE: Unit 1, Week 2, p. T334 / SI: Unit 1, Week 2, p. 84 TE: Unit 1, Week 3, p. T358 / SI: Unit 1, Week 3, p. 122	K.4.R.1: Students will name and sort familiar objects into categories based on similarities and differences with prompting.
TE: Unit 1, Week 3, pp. T138–T139 / SI: Unit 1, Week 3, p. 121 TE: Unit 1, Week 4, pp. T208–T209 / SI: Unit 1, Week 4, pp. 154–155 TE: Unit 3, Week 2, pp. T80–T81 TE: Unit 4, Week 2, p. T95	K.4.R.2: Students will begin to develop an awareness of context clues through read-alouds and other text experiences.
TE: Unit 1, p. T12 / SI: Unit 1, p. 13 TE: Unit 2, p. T12 / SI: Unit 2, p. 13 TE: Unit 2, Week 1, p. T34 TE: Unit 2, Week 2, p. T90	K.4.R.3: Students will begin to acquire new vocabulary and relate new words to prior knowledge.
Writing: Students will apply knowledge of vocabulary to speak and write effectively.	
TE: Unit 1, Week 6, pp. T396–T397 / SI: Unit 1, Week 6, pp. 218–219 TE: Unit 4, Week 5, pp. T250–T251 / SI: Unit 4, Week 5, p. 193 TE: Unit 4, Week 6, pp. T444–T445 / SI: Unit 4, Week 6, pp. T212–T213 TE: Unit 5, Week 1, pp. T26–T27 / SI: Unit 5, Week 1, p. 43 TE: Unit 5, Week 3, p. T345	K.4.W.1: Students will use new vocabulary to produce and expand complete sentences in shared language activities.
TE: Unit 2, Week 6, pp. T442–T443 / SI: Unit 2, Week 6, pp. 212–213 TE: Unit 4, Week 3, p. T369 TE: Unit 4, Week 6 pp. T444–T445 / SI: Unit 4, Week 6, pp. 212–213	K.4.W.2: Students will use language according to purpose in shared writing experiences.

Standard 5: Language

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.

Correlation Location:

Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	
TE: Unit 3, Week 4, pp. T388–T389 TE: Unit 3, Week 4, pp. T392–T393 / SI: Unit 3, Week 4, p. T172 TE: Unit 4, Week 1, p. T311 TE: Unit 4, Week 1, p. T315 TE: Unit 4, Week 2, p. T331 TE: Unit 5, Week 3, p. T349 TE: Unit 5, Week 3, p. T353 / SI: Unit 5, Week 3, p. 118	K.5.R.1 Students will recognize simple sentences with prompting.

<p>Nouns TE: Unit 1, Week 1, p. T306 TE: Unit 1, Week 1, pp. T314–T315 TE: Unit 1, Week 1, pp. T318–T319 / SI: Unit 1, Week 1, p. 48 TE: Unit 1, Week 3, pp. T362–T363 TE: Unit 1, Week 3, p. T366 / SI: Unit 1, Week 3, p. 124</p> <p>Verbs TE: Unit 2, Week 3, pp. T362–T363 TE: Unit 2, Week 3, p. T366 / SI: Unit 2, Week 3, p. 124 TE: Unit 2, Week 4, pp. T386–T387 TE: Unit 2, Week 4 p. T390 / SI: Unit 2, Week 4, p. 162 TE: Unit 2, Week 5, pp. T410–T411 TE: Unit 2, Week 5, pp. T414 / SI: Unit 2, Week 5, p. 200</p> <p>Adjectives TE: Unit 2, Week 1, p. T311 TE: Unit 2, Week 1, pp. T314–T315 TE: Unit 2, Week 1, p. T318 / SI: Unit 2, Week 1, p. 48 TE: Unit 2, Week 2, p. T342 / SI: Unit 2, Week 2, p. 86</p> <p>Pronoun TE: Unit 3, Week 1, p. T319 TE: Unit 3, Week 1, pp. T322–T323 TE: Unit 3, Week 1, p. T326 / SI: Unit 3, Week 1, p. 50</p> <p>Spatial and Time Relationships TE: Unit 3, Week 4, p. T391 TE: Unit 3, Week 4, pp. T394–T395 TE: Unit 3, Week 4, p. T398 / SI: Unit 3, Week 4, p. 170 TE: Unit 3, Week 5, p. T415 TE: Unit 3, Week 5, pp. T418–T419 TE: Unit 3, Week 5, p. T422 / SI: Unit 3, Week 5, p. 208</p>	<p>K.5.R.2: Students will recognize parts of speech in sentences with prompting:</p> <ul style="list-style-type: none">● concrete objects as persons, places or things (i.e., nouns)● words as actions (i.e., verbs)● color and size adjectives● the pronoun /● spatial and time relationships such as <i>up</i>, <i>down</i>, <i>before</i>, and <i>after</i>
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<p>Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	
<p>TE: Unit 2, Week 4, pp. T384–T385 / SI: Unit 2, Week 4, p. 164 TE: Unit 2, Week 5, pp. T404–T405 / SI: Unit 2, Week 5, p. 202 TE: Unit 3, Week 5, pp. T408–T409 / SI: Unit 3, Week 5, p. 209 TE: Unit 5, Week 3, p. T353 / SI: Unit 5, Week 3, p. 118 p. AP286</p>	<p>K.5.W.1: Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark.</p>
<p>TE: Unit 3, Week 1, p. T326 / SI: Unit 3, Week 1, p. 50 TE: Unit 3, Week 5, pp. T412–T413 / SI: Unit 3, Week 5, p. 210 TE: Unit 4, Week 5, pp. T400–T401 / SI: Unit 4, Week 5, p. 197 p. AP331</p>	<p>K.5.W.2: Students will capitalize their first name and the pronoun / with prompting.</p>
<p>TE: Unit 3, Week 5, pp. T408–T409 / SI: Unit 3, Week 5, p. 209 TE: Unit 4, Week 2, p. T335 TE: Unit 4, Week 2, p. T339 TE: Unit 4, Week 2, p. T343 / SI: Unit 4, Week 2, p. 86 TE: Unit 4, Week 4, p. T376–T377 / SI: Unit 4, Week 4, p. 161</p>	<p>K.5.W.3: Students will recognize and begin to use periods, question marks, and exclamation points.</p>

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Correlation Location:

Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	
<p>TE: Unit 1, Week 6, pp. T424 / SI: Unit 1, Week 6, pp. 204–205</p> <p>TE: Unit 1, Week 6, pp. T446–T447 / SI: Unit 1, Week 6, p. 215</p> <p>TE: Unit 2, Week 4, pp. T192–T193 / SI: Unit 2, Week 4, pp. 142–143</p> <p>TE: Unit 2, Week 6, pp. T446–T447 / SI: Unit 2, Week 6, p. 215</p> <p>TE: Unit 4, Week 5, pp. T374–T375 / SI: Unit 4, Week 5, p. 195</p> <p>TE: Unit 5, Week 6, pp. T434–T435 / SI: Unit 5, Week 6, p. 217</p>	<p>K.6.R.1: Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest.</p>
<p>TE: Unit 2, Week 4, pp. T216–T217 / SI: Unit 2, Week 4, p. 156</p> <p>TE: Unit 5, Week 1, pp. T48–T49 / SI: Unit 5, Week 1, p. 40</p> <p>TE: Unit 5, Week 3, p. T354 / SI: Unit 5, Week 3, p. 121</p> <p>Photos</p> <p>TE: Unit 1, Week 5, pp. T274–T275 / SI: Unit 1, Week 5, p. 199</p> <p>Illustrations</p> <p>TE: Unit 2, Week 3, pp. T352–T353 / SI: Unit 2, Week 3, p. 125</p> <p>Titles</p> <p>TE: Unit 2, Week 2, pp. 328–T329 / SI: Unit 2, Week 2, p. 87</p>	<p>K.6.R.2: Students will identify and use graphic and text features to understand text:</p> <ul style="list-style-type: none"> ● photos ● illustrations ● titles
Writing: Students will synthesize information ethically through speaking and writing.	
<p>TE: Unit 1, Week 6, pp. T444–T445</p> <p>TE: Unit 1, Week 6, pp. T446–T447 / SI: Unit 1, Week 6, p. 215</p> <p>TE: Unit 4, Week 6, pp. T448–T449 / SI: Unit 4, Week 6, p. 215</p>	<p>K.6.W.1: Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.</p>

<p>TE: Unit 2, Week 6, pp. T446–T447 / SI: Unit 2, Week 6, p. 215 TE: Unit 2, Week 6, pp. T448–T449 / SI: Unit 2, Week 6, p. 216 TE: Unit 3, Week 6, pp. T454–T455 / SI: Unit 3, Week 6, p. 223</p>	<p>K.6.W.2: Students will find information from provided sources during group research with prompting.</p>
<p>TE: Unit 2, Week 6, p. T452 / SI: Unit 2, Week 6, p. 218 TE: Unit 3, Week 6, p. T460 / SI: Unit 3, Week 6, p. 226 TE: Unit 5, Week 5, T398–T399 / SI: Unit 5, Week 5, p. 199</p>	<p>K.6.W.3: Students will share relevant information for various purposes with prompting.</p>

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Correlation Location:

Reading: Students will comprehend and evaluate multimodal content.	
<p>All lessons are online at SavvasRealize.com. Selections include rich visuals as well as audio and interactive annotation.</p> <p>TE: Unit 1, p. T10 / SI: Unit 1, p. 8</p> <p>TE: Unit 1, Week 5, pp. T244–T245 / SI: Unit 1, Week 5, pp. 166–167</p> <p>TE: Unit 2, p. 10 / SI: Unit 1, p. 8</p> <p>TE: Unit 2, Week 2, pp. T76–T77 / SI: Unit 2, Week 2, pp. 166–167</p> <p>TE: Unit 3, p. T10 / SI: Unit 3, p. 8</p>	<p>K.7.R: Students will explore ideas and topics in multimodal content.</p>
Writing: Students will create multimodal content to communicate effectively.	
<p>TE: Unit 5, Week 6, pp. T434–T435 / SI: Unit 5, Week 6, p. 217</p> <p>TE: Unit 5, Week 6, p. T436 / SI: Unit 5, Week 6, p. 218</p>	<p>K.7.W: Students will combine movement with relevant props, images, or illustrations to support their writing and speaking.</p>

Standard 8: Independent Reading & Writing

Students will read and write independently for a variety of purposes and periods of time.

Correlation Location:

Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	
TE: Unit 1, Week 2, pp. T92–T96 / SI: Unit 1, Week 2, pp. 69–77 TE: Unit 1, Week 3, pp. T134–T135 TE: Unit 2, p. T11 / SI: Unit 2, pp. 10–11	K.8.R: Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.	
TE: Unit 1, Week 3, pp. T178–T179 / SI: Unit 1, Week 3, p. 120 TE: Unit 2, Week 2, pp. T122–T123 / SI: Unit 2, Week 2, p. 8 TE: Unit 3, Week 5, pp. T298–T299 / SI: Unit 3, Week 5, p. 204	K.8.W: Students will express their ideas using a combination of drawing and emergent writing with prompting.

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