

Texas' English Language Arts Standards – Kindergarten

Reading: Foundational Language Skills

Knowledge and skills	Spalding Teacher's Guide	Comments <i>*WRTR 6<sup>th</sup> Revised Edition</i>	Spalding Resource Center
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>			
<p>(A) listen actively and ask questions to understand information and answer questions using multi-word responses</p>	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 121 Comprehension #1-2 (<i>teaching</i>) p. 121 Comprehension #3 (<i>teach and practice</i>) p. 123 Comprehension #2 (<i>teach and practice</i>) p. 123 Comprehension #3 (<i>teach and practice</i>) p. 125 Comprehension #2 (<i>teach and practice</i>) p. 125 Comprehension #3 (<i>teach and practice</i>)</p>	<p><b>Listen actively</b> p. 96 Delivering Integrated Writing Instruction (<i>teach</i>) <b>Ask relevant questions</b> p. 173 last paragraph regarding reading comprehension strategies continued on page 174 (<i>teach</i>) p. 27 Aligning Questions and Responses to Each Objective: Examples (<i>teach</i>) <b>Answer questions</b> p. 35 Articulation and Reflection (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Collins Model of Instruction (<i>teach</i>)</p>

<p>(B) restate and follow oral directions that involve a short, related sequence of actions</p>	<p><b>Follow</b>  <u>Delivering Section</u>  p. 6 (<i>teach and practice</i>)  p. 24-25 (<i>teach and practice</i>)  p. 40-41 (<i>teach and practice</i>)  <b>Restate</b>  <u>Delivering Section</u>  p. 8 (<i>teach and practice</i>)  p. 10-12 (<i>teach and practice</i>)  p. 34 (<i>teach and practice</i>)  p. 38 (<i>teach and practice</i>)  p. 40-41 (<i>teach and practice</i>)  p. 44 (<i>teach and practice</i>)  p. 48 (<i>teach and practice</i>)  p. 52 (<i>teach and practice</i>)  p. 55 (<i>teach and practice</i>)  p. 59 (<i>teach and practice</i>)  p. 63 (<i>teach and practice</i>)  p. 66 (<i>teach and practice</i>)  p. 70 (<i>teach and practice</i>)  p. 74 (<i>teach and practice</i>)  p. 77 (<i>teach and practice</i>)  p. 81 (<i>teach and practice</i>)  p. 85 (<i>teach and practice</i>)  p. 89 (<i>teach and practice</i>)</p>	<p><b>Follow instructions</b> p. 181 Attention Management continued on p. 182 (<i>teach</i>)  <b>Restate instructions</b> p. 184 Articulation (<i>teach</i>)  <b>Give oral instructions</b> p. 184 Articulation (<i>teach</i>)</p>	
<p>(C) share information and ideas by speaking audibly and clearly using the conventions of language</p>	<p><u>Delivering Section</u>  Fluent and Expressive Reading Procedures p. 84-85 (<i>teach</i>)  <u>Planning Section</u>  p. 88 Systematic Phonics with Handwriting #5 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms &amp; Analyses &gt; Oral Presentation Rubric (<i>practice</i>)</p>

	<p>p. 90 Systematic Phonics with Handwriting #5 (<i>teach and practice</i>)</p> <p>p. 103 Text Structure #3, 6 (<i>teach and practice</i>)</p> <p>p. 105 Text Structure #2, 3 (<i>teach and practice</i>)</p> <p>p. 107 Text Structure #2, 3 (<i>teach and practice</i>)</p>		
<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns</p>			<p>Downloadable All Grades &gt; Writing &gt; Group Project Organizer Template &amp; Group Project Organizer Example</p> <p><i>(Teach and Practice)</i></p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 8&gt; Writing&gt; GWK8SCV (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 12&gt; Spelling&gt; GWK12HFV (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 16&gt; Writing&gt; GWK16SCV4 (<i>teach and practice</i>)</p>

			Downloadable>Kindergarten> Kindergarten: Week 27> Writing> GKW27SCV ( <i>practice</i> )
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	<u>Planning Section</u> p. 88 Sentence Construction with Vocabulary Development #1 ( <i>teach and practice</i> ) p. 96 Sentence Construction with Vocabulary Development #1 ( <i>teach</i> ) p. 96 Sentence Construction with Vocabulary Development #2-3 ( <i>teach and practice</i> ) p. 98 Sentence Construction with Vocabulary Development #2 ( <i>teach and practice</i> ) p. 100 Sentence Construction with Vocabulary Development #2 ( <i>teach and practice</i> ) p. 102 Sentence Construction with Vocabulary Development #2 ( <i>teach and practice</i> )	p. 35 Articulation and Reflection ( <i>teach</i> )	Downloadable>Kindergarten> Kindergarten: Week 3 (Days 15-20)> Spelling> GKD15HFV1 ( <i>teach and practice</i> )

<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>			
<p>(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into</p>	<p><b>Rhyming</b>  <u>Planning Section</u>  p. 58 Phonemic Awareness #3 (<i>teach and practice</i>)  p. 64 Phonemic Awareness #2 (<i>teach and practice</i>)  p. 66 High-Frequency Vocabulary #2 (<i>teach and practice</i>)  p. 76 Phonemic Awareness #3 (<i>teach and practice</i>)  p. 80 Phonemic Awareness #3 (<i>teach and practice</i>)  p. 80 High-Frequency Vocabulary #4 (<i>teach and practice</i>)  p. 96 High-Frequency Vocabulary #2 (<i>teach and practice</i>)  <b>Alliteration</b></p>	<p>p. 170 Orthographic Unit Recognition (<i>teach</i>)  p. 220-223 Rules of Pronunciation, Spelling, and Language (<i>teach</i>)  p. 172 Spatial Placement (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Syllable Division Patterns Chart &amp; Worksheet (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)</p> <p><b>Rhyming</b>  Downloadable&gt;Kindergarten&gt; Kindergarten: Week 02 (Days 6- 10)&gt; Spelling&gt; GKD9HFV2 (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 9&gt; Spelling&gt; GKW9HFV2 (<i>practice</i>)</p>

<p>syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes</p>	<p><b>Planning Section</b>  p. 56 Phonemic Awareness #3 (<i>teach and practice</i>)  p. 58 Phonemic Awareness #2 (<i>teach and practice</i>)  p. 60 Phonemic Awareness #2 (<i>teach and practice</i>)  p. 62 Phonemic Awareness #2 (<i>teach and practice</i>)  p. 64 Phonemic Awareness #1 (<i>teach and practice</i>)  <b>Identify individual words in a sentence</b>  <b>Identify syllables</b>  <u>Planning Section</u>  p. 76 High-Frequency Vocabulary #1 (<i>teach and practice</i>)  p. 78 High-Frequency Vocabulary #1 (<i>teach and practice</i>)  p. 80 High-Frequency Vocabulary #1 (<i>teach and practice</i>)  p. 82 High-Frequency Vocabulary #1 (<i>teach and practice</i>)  p. 94 High-Frequency Vocabulary #1 (<i>teach and practice</i>)  <b>Blend syllables to form multisyllabic words</b>  <u>Planning Section</u>  p. 88 Phonemic Awareness #1 (<i>teach and practice</i>)  p. 98 Phonemic Awareness #1 (<i>teach and practice</i>)  p. 100 Phonemic Awareness #1 (<i>teach and practice</i>)</p>		<p><b>Identify Syllables</b>  Downloadable&gt;Kindergarten&gt; Kindergarten: Week 03 (Days 15-20)&gt; Spelling&gt; GKDFHV1 (<i>teach and practice</i>)</p> <p><b>Manipulate syllables within a multisyllabic word</b>  Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginning Fluency Practice (<i>practice</i>)</p>
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	<p>p. 110 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 112 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p><b>Segment multisyllabic words into syllables</b></p> <p><u>Planning Section</u></p> <p>p. 88 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 98 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 100 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 110 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 112 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p><b>Blend spoken onsets and rimes to form simple words</b></p> <p><u>Planning Section</u></p> <p>p. 48 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p>p. 50 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p>p. 52 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p><u>Planning Section</u></p> <p>p. 54 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p>p. 56 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p><b>Blend spoken phonemes to form one-syllable words</b></p> <p><u>Planning Section</u></p>		
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	<p>p. 94 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 96 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 98 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 100 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p>p. 102 Phonemic Awareness #1 (<i>teach and practice</i>)</p> <p><b>Manipulate syllables within a multisyllabic word</b></p> <p><b>Segment spoken one-syllable words into individual phonemes</b></p> <p><u>Planning Section</u></p> <p>p. 48 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p>p. 50 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p>p. 52 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p><u>Planning Section</u></p> <p>p. 54 Phonemic Awareness #2 (<i>teach and practice</i>)</p> <p>p. 56 Phonemic Awareness #2 (<i>teach and practice</i>)</p>		
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<p>(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list</p>	<p><b>Identify and match the common sounds that letters represent</b>  <u>Planning Section</u>  p. 50 Systematic Phonics with Finger Writing #5-6 (<i>teach</i> and <i>practice</i>)  p. 52 Systematic Phonics with Finger Writing #5-7 (<i>teach</i> and <i>practice</i>)  p. 54 Systematic Phonics with Finger Writing #8-10 (<i>teach</i> and <i>practice</i>)  p. 56 Systematic Phonics with Finger Writing #6-8 (<i>teach</i> and <i>practice</i>)  p. 58 Systematic Phonics with Finger Writing #7-10 (<i>teach</i> and <i>practice</i>)  <b>Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words</b>  <u>Planning Section</u>  p. 68 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)  p. 70 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)  p. 90 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)  p. 92 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)  p. 94 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)  <b>Recognize that new words are created when letters are</b></p>	<p>p. 170 Orthographic Unit Recognition (<i>teach</i>)  p. 220-223 Rules of Pronunciation, Spelling, and Language (<i>teach</i>)  p. 172 Spatial Placement (<i>teach</i>)  <b>Decoding words with syllable patterns</b>  p. 225-226 (<i>teach</i>)  <b>Identifying high frequency words</b>  p. 172 Lexical Subprocess (Vocabulary) (<i>teach</i>)  p. 252 first two paragraphs (<i>teach</i>)  <b>Reading high frequency words</b>  p. 152 Reading for Spelling and Reading for Reading (<i>teach</i>)    Spelling/Vocabulary High Frequency Word List p. 254-274</p>	<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Syllable Division Patterns Chart &amp; Worksheet (<i>practice</i>)    Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)    <b>Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Kindergarten Syllabication Pacing Guide p. 1 (<i>teach</i> and <i>practice</i>)    <b>Identify and read at least 25 high-frequency words from a research-based list</b>  Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Model Lesson Template (<i>teach</i>)    Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Sample Model Lesson Template (<i>teach</i>)    Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Decoding Assessment and Resources (<i>practice</i>)</p>
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	<p><b>changed, added, or deleted such as it - pit - tip - tap</b></p> <p><u>Planning Section</u></p> <p>p. 68 High-Frequency Vocabulary #1 (<i>teach and practice</i>)</p> <p>p. 70 High-Frequency Vocabulary #1 (<i>teach and practice</i>)</p> <p>p. 72 High-Frequency Vocabulary #1 (<i>teach and practice</i>)</p> <p>p. 74 High-Frequency Vocabulary #1 (<i>teach and practice</i>)</p> <p>p. 106 High-Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Identify and read at least 25 high-frequency words from a research-based list</b></p> <p><u>Planning Section</u></p> <p>p. 102 High-Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p>p. 104 High-Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p>p. 106 High-Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p>p. 108 High-Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p>p. 110 High-Frequency Vocabulary #3 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Sample Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginning Fluency Practice (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginner Readers (<i>practice</i>)</p>
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(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list

**Spell words with VC, CVC, and CCVC**

Planning Section

p. 104 High-Frequency Vocabulary #3 (*teach* and *practice*)

p. 106 High-Frequency Vocabulary #3 (*teach* and *practice*)

p. 106 High-Frequency Vocabulary #2 (*teach* and *practice*)

p. 108 High-Frequency Vocabulary #2 (*teach* and *practice*)

p. 110 High-Frequency Vocabulary #2 (*teach* and *practice*)

**Spell words using sound-spelling patterns**

Planning Section

p. 106 High-Frequency Vocabulary #2 (*teach* and *practice*)

p. 112 High-Frequency Vocabulary #1 (*teach* and *practice*)

p. 116 High-Frequency Vocabulary #1 (*teach* and *practice*)

p. 118 High-Frequency Vocabulary #2 (*teach* and *practice*)

p. 120 High-Frequency Vocabulary #1 (*teach* and *practice*)

**Spell high-frequency words from a research-based list**

Delivering Section

p. 39 (*teach*)

Planning Section

p. 104 High-Frequency Vocabulary #3 (*teach* and *practice*)

Downloadable > All Grades > Word Analysis > Syllable Division Patterns Chart & Worksheet (*practice*)

Downloadable > All Grades > Word Analysis > Activities (*practice*)

**Spell words with VC, CVC, and CCVC**

Downloadable>Kindergarten>

Kindergarten: Week 03 (Days 15-20)> Spelling> GKD16HFV4 (*practice*)

Downloadable > All Grades > Word Analysis > Kindergarten Syllabication Pacing Guide p. 1 (*teach* and *practice*)

**Spell high-frequency words from a research-based list**

Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Construction Model Lesson Template (*teach*)

Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Sample Model Lesson Template (*teach*)

	<p>p. 106 High-Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p>p. 106 High-Frequency Vocabulary #2 (<i>teach and practice</i>)</p> <p>p. 108 High-Frequency Vocabulary #2 (<i>teach and practice</i>)</p> <p>p. 110 High-Frequency Vocabulary #2 (<i>teach and practice</i>)</p>		
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<p>(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters</p>	<p><b>Identify the front cover, back cover, and title page of a book</b>  <u>Planning Section</u>  p. 49 Reading Readiness #3 (<i>teach and practice</i>)  p. 51 Reading Readiness #3 (<i>teach and practice</i>)  p. 53 Reading Readiness #3 (<i>teach and practice</i>)</p> <p><b>Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep</b>  <u>Planning Section</u>  p. 49 Reading Readiness #1-2 (<i>teach and practice</i>)  p. 51 Reading Readiness #1-2 (<i>teach and practice</i>)  p. 53 Reading Readiness #1-2 (<i>teach and practice</i>)</p> <p><b>Recognize that sentences are comprised of words separated by spaces and recognizing word boundaries</b>  <u>Planning Section</u>  p.116 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)  p.118 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p>		<p><b>Identify all uppercase and lowercase letters</b>  Downloadable&gt;Kindergarten&gt; Kindergarten: Week 9&gt; Writing&gt; GKW9SCV4 (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 27&gt; Writing&gt; GKW27SCV (<i>practice</i>)</p>
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	<p>p.120 Sentence Construction with Vocabulary Development #1 (<i>teach</i> and <i>practice</i>)</p> <p>p.122 Sentence Construction with Vocabulary Development #1 (<i>teach</i> and <i>practice</i>)</p> <p>p.124 Sentence Construction with Vocabulary Development #1 (<i>teach</i> and <i>practice</i>)</p> <p><u>Delivering Section</u></p> <p>p. 45 (<i>teach</i>)</p> <p>p. 47 (<i>teach</i>)</p> <p><b>Recognize the difference between a letter and a printed word</b></p> <p><u>Planning Section</u></p> <p>p. 64 Systematic Phonics with Finger Writing #9 (<i>teach</i> and <i>practice</i>) <b>with</b></p> <p>p. 64 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)</p> <p>p. 66 Systematic Phonics with Finger Writing #7 (<i>teach</i> and <i>practice</i>) <b>with</b></p> <p>p. 66 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)</p> <p>p. 68 Systematic Phonics with Finger Writing #9 (<i>teach</i> and <i>practice</i>) <b>with</b></p> <p>p. 68 High-Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)</p> <p>p. 70 Systematic Phonics with Finger Writing #9 (<i>teach</i> and <i>practice</i>) <b>with</b></p>		
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	<p>p. 70 High-Frequency Vocabulary #1 (<i>teach and practice</i>)</p> <p>p. 72 Systematic Phonics with Finger Writing #6 (<i>teach and practice</i>) <b>with</b></p> <p>p. 72 High-Frequency Vocabulary #1 (<i>teach and practice</i>)</p> <p><b>Identify all uppercase and lowercase letters</b></p> <p><u>Planning Section</u></p> <p>p. 58 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>p. 70 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>p. 92 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>p. 94 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>p. 96 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p>		
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<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>	<p><b>Planning Section</b></p> <p>p. 88 Systematic Phonics #5 (<i>teach and practice</i>)</p> <p>p. 90 Systematic Phonics #8 (<i>teach and practice</i>)</p> <p>p. 92 Systematic Phonics #3 (<i>teach and practice</i>)</p> <p>p. 106 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p>	<p>p. 47 Instructional Strategy #6</p> <p>p. 66 Introducing Cursive Lowercase Handwriting, Grade-Level Sequence, and Instructional Strategies continued until p. 75 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Phonogram Introduction with Handwriting &gt; PI Overview &amp; Procedures (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Phonogram Introduction with Handwriting &gt; Additional Phonograms Introduction with Cursive Handwriting Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Capital Letters Dialogue &gt; Cursive Handwriting Capital Letters Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Written Phonogram Review &gt; Handwriting Focus Procedures &amp; Signs &gt; Handwriting Focus Signs Cursive (<i>teach</i>)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary</p>			

expressively. The student is expected to:			
(A) use a resource such as a picture dictionary or digital resource to find words;			Downloadable > All Grades > Reading > 3 Mental Actions ( <i>teach</i> )
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	<u>Planning Section</u> p. 121 Comprehension #1-2 ( <i>teach</i> ) p. 121 Comprehension #3 ( <i>teach and practice</i> ) p. 123 Comprehension #1 ( <i>teach</i> ) p. 123 Comprehension #2-3 ( <i>teach and practice</i> ) p. 125 Comprehension #1 ( <i>teach</i> ) p. 125 Comprehension #2-3 ( <i>teach and practice</i> ) p. 127 Comprehension #1 ( <i>teach</i> ) p. 127 Comprehension #2-3 ( <i>teach and practice</i> ) p. 129 Comprehension #1 ( <i>teach</i> ) p. 129 Comprehension #2-3 ( <i>teach and practice</i> )	p. 174 Last two paragraphs ( <i>teach</i> )	
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	<b>Name Actions</b> <u>Planning Section</u> p. 88 Sentence Construction with Vocabulary Development #2 ( <i>teach</i> ) p. 90 Sentence Construction with Vocabulary Development #6 ( <i>teach and practice</i> )	p. 15 English Spelling, Pronunciation, and Language Rules ( <i>teach</i> )	Downloadable>Kindergarten> Kindergarten: Week 20> Writing> GKW20SCV2 ( <i>practice</i> )

	<p>p. 92 Sentence Construction with Vocabulary Development #2-3 (<i>teach and practice</i>)</p> <p>p. 94 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>p. 98 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Directions</b></p> <p><u>Planning Section</u></p> <p><b>Sequences</b></p> <p><u>Planning Section</u></p> <p>p. 103 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Categories</b></p> <p><u>Planning Section</u></p> <p>p. 88 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>p. 94 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>p. 98 Sentence Construction with Vocabulary Development #1, 3 (<i>teach and practice</i>)</p> <p>p.108 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>p. 110 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Locations</b></p>		<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 23&gt; Writing&gt; GKW23SCV3 (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 28&gt; Writing&gt; GKW28SCV (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 31&gt; Writing&gt; GKW31SCV3 (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 32&gt; Writing&gt; GKW32SCV2 (<i>practice</i>)</p> <p><b>Name Actions</b></p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 5&gt; Writing&gt; GKW5SCV4act1 (<i>practice</i>)</p> <p><b>Categories</b></p>
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	<p><b>Planning Section</b></p> <p>p. 88 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>p. 90 Sentence Construction with Vocabulary Development #3, 5 (<i>teach and practice</i>)</p> <p>p. 92 Sentence Construction with Vocabulary Development #3, 5 (<i>teach and practice</i>)</p> <p>p. 96 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>p. 100 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p>		<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 5&gt; Writing&gt; GKW5SCV4act1 (<i>practice</i>)</p> <p><b>Locations</b></p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 8&gt; Writing&gt;GKW8SCV5actB (<i>practice</i>)</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently</p>	<p><b>Delivering Section</b></p> <p>p. 82-85 (<i>teach</i>)</p>	<p>p. 21 Fluent and Expressive Reading (<i>teach</i>)</p> <p>p. 175 Text Fluency and Decodable Books (<i>teach</i>)</p> <p>p. 135 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, &amp; Analyses &gt; Fluent and Expressive Reading Checklist (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, &amp; Analyses &gt; Practicing and Assessing Fluency Forms (<i>teach</i>)</p>

with text for increasing periods of time.			
(A) self-select text and interact independently with text for increasing periods of time			<b>Self-select text</b> Downloadable > Kindergarten: General Resources > Reading Kindergarten Fluency Recommended Literature List ( <i>teach</i> )
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	<u>Planning Section</u> p. 51 Text Structure #1, 3 ( <i>teach</i> ) p. 53 Text Structure #1 ( <i>teach</i> ) p. 53 Text Structure #3 ( <i>practice</i> ) p. 55 Text Structure #1, 4 ( <i>teach and practice</i> ) p. 91 Text Structure #1, 3 ( <i>teach</i> ) p. 91 Text Structure #6 ( <i>practice</i> ) p. 93 Text Structure #6 ( <i>practice</i> ) p. 105 Text Structure #1, 2 ( <i>teach</i> )	p. 20 Reading: What to Teach, Literary Appreciation, and Attributes of Fine Literature ( <i>teach</i> )	Downloadable>Kindergarten> Kindergarten: Week 17> Reading> GKW17TS2 ( <i>teach and practice</i> )

	p. 105 Text Structure #3 ( <i>practice</i> )		
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<u>Planning Section</u> p. 121 Text Structure #1, 2 ( <i>teach</i> ) p. 121 Text Structure #3 ( <i>teach and practice</i> ) p. 123 Text Structure #1-3 ( <i>teach and practice</i> ) p. 125 Text Structure #1-3 ( <i>teach and practice</i> ) p. 127 Text Structure #1-3 ( <i>teach and practice</i> ) p. 129 Text Structure #1-3 ( <i>teach and practice</i> )	p. 22 Mental actions continued on p. 23 ( <i>teach</i> ) p. 145-148 ( <i>teach</i> )	Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters ( <i>practice</i> )  Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue ( <i>teach</i> )  Downloadable > All Grades > Graphic Organizers > Reading ( <i>practice</i> )p. d
(C) make and confirm predictions using text features and structures with adult assistance;	<u>Planning Section</u> p. 121 Text Structure #1, 2 ( <i>teach</i> ) p. 121 Text Structure #3 ( <i>teach and practice</i> ) p. 123 Text Structure #1-3 ( <i>teach and practice</i> ) p. 125 Text Structure #1-3 ( <i>teach and practice</i> ) p. 127 Text Structure #1-3 ( <i>teach and practice</i> ) p. 129 Text Structure #1-3 ( <i>teach and practice</i> )	p. 21 Text structure continued on p. 22  p. 145-148	Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters ( <i>practice</i> )  Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue ( <i>teach</i> )  Downloadable > All Grades > Graphic Organizers > Reading ( <i>practice</i> )

<p>(D) create mental images to deepen understanding with adult assistance;</p>	<p><u>Planning Section</u>  p. 57 Literary Appreciation #1 (<i>teach</i>)  p. 57 Literary Appreciation #2 (<i>teach and practice</i>)  p. 63 Literary Appreciation #1-2 (<i>teach and practice</i>)  p. 65 Literary Appreciation #1-2 (<i>teach and practice</i>)  p. 75 Literary Appreciation #1-2 (<i>teach and practice</i>)  p. 81 Literary Appreciation #1-2 (<i>teach and practice</i>)</p>		
<p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p><u>Planning Section</u>  p. 121 Text Structure #1, 2 (<i>teach</i>)  p. 121 Text Structure #3 (<i>teach and practice</i>)  p. 123 Text Structure #1-3 (<i>teach and practice</i>)  p. 125 Text Structure #1-3 (<i>teach and practice</i>)  p. 127 Text Structure #1-3 (<i>teach and practice</i>)  p. 129 Text Structure #1-3 (<i>teach and practice</i>)  p. 105 Literary Appreciation #3-4 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
<p>(F) make inferences and use evidence to support understanding with adult assistance;</p>	<p><u>Planning Section</u>  p. 95 Text Structure #6 (<i>teach and practice</i>)  p. 137 Literary Appreciation #2 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p>

	<p>p. 139 Literary Appreciation #2 <i>(teach and practice)</i></p> <p>p. 141 Literary Appreciation #2 <i>(teach and practice)</i></p> <p>p. 143 Literary Appreciation #2 <i>(teach and practice)</i></p>		<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue <i>(teach)</i></p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading <i>(practice)</i></p>
<p>(G) evaluate details to determine what is most important with adult assistance</p>	<p><u>Planning Section</u></p> <p>p. 137 Text Structure #1 <i>(teach and practice)</i></p> <p>p. 139 Text Structure #1 <i>(teach and practice)</i></p> <p>p. 139 Literary Appreciation #1 <i>(teach and practice)</i></p> <p>p. 141 Text Structure #2 <i>(teach and practice)</i></p> <p>p. 141 Literary Appreciation #1 <i>(teach and practice)</i></p> <p>p. 143 Text Structure #2 <i>(teach and practice)</i></p> <p>p. 143 Literary Appreciation #1 <i>(teach and practice)</i></p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 <i>(teach)</i></p>	<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 30&gt; Reading&gt; GKW30TS1 <i>(practice)</i></p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters <i>(practice)</i></p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue <i>(teach)</i></p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading <i>(practice)</i></p>
<p>(H) synthesize information to create new understanding with adult assistance</p>	<p><u>Planning Section</u></p> <p>p. 121 Text Structure #3-4 <i>(teach and practice)</i></p> <p>p. 121 Text Structure #6-7 <i>(teach and practice)</i></p> <p>p. 123 Text Structure #3-4 <i>(teach and practice)</i></p> <p>p. 123 Text Structure #6-7 <i>(teach and practice)</i></p> <p>p. 125 Text Structure #3-4 <i>(teach and practice)</i></p> <p>p. 125 Text Structure #6-7 <i>(teach and practice)</i></p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 <i>(teach)</i></p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative Compare/Contrast PDF <i>(teach)</i></p>

<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance</p>	<p><u>Planning Section</u>  p. 121 Text Structure #1, 2 (<i>teach</i>)  p. 121 Text Structure #3 (<i>teach and practice</i>)  p. 123 Text Structure #1-3 (<i>teach and practice</i>)  p. 125 Text Structure #1-3 (<i>teach and practice</i>)  p. 127 Text Structure #1-3 (<i>teach and practice</i>)  p. 129 Text Structure #1-3 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
<p><b>(6) Response skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>			
<p>(A) describe personal connections to a variety of sources;</p>	<p><u>Planning Section</u>  p. 121 Text Structure #1, 2 (<i>teach</i>)  p. 121 Text Structure #3 (<i>teach and practice</i>)  p. 123 Text Structure #1-3 (<i>teach and practice</i>)  p. 125 Text Structure #1-3 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	

	<p>p. 127 Text Structure #1-3 (<i>teach and practice</i>)</p> <p>p. 129 Text Structure #1-3 (<i>teach and practice</i>)</p> <p>p. 105 Literary Appreciation #3-4 (<i>teach and practice</i>)</p>		
<p>(B) provide an oral, pictorial, or written response to a text</p>	<p><u>Planning Section</u></p> <p>p. 109 Text Structure #1-2 (<i>teach and practice</i>)</p> <p>p. 111 Text Structure #1, 2 (<i>teach and practice</i>)</p> <p>p. 113 Text Structure #1, 2 (<i>teach and practice</i>)</p> <p>p. 115 Text Structure #1, 2 (<i>teach and practice</i>)</p> <p>p. 117 Text Structure #1, 2 (<i>teach and practice</i>)</p> <p>p. 119 Text Structure #1, 2 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative Compare-Contrast (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 7&gt; Reading&gt; GKW7TS1 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 12&gt; Reading&gt; GKW12TS6 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 17&gt; Reading&gt; GKW17TS2 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 18&gt; Reading&gt; GKW18TS1 (<i>teach and practice</i>)</p>

			Downloadable>Kindergarten> Kindergarten: Week 19> Reading> GKW19TS2 ( <i>teach and practice</i> )
(C) use text evidence to support an appropriate response	<u>Planning Section</u> p. 121 Comprehension #1-2 ( <i>teach</i> ) p. 121 Comprehension #3 ( <i>teach and practice</i> ) p. 123 Comprehension #2,3 ( <i>teach and practice</i> ) p. 125 Comprehension #2,3 ( <i>teach and practice</i> ) p. 127 Comprehension #2,3 ( <i>teach and practice</i> ) p. 129 Comprehension #2,3 ( <i>teach and practice</i> )	p. 22 Mental actions continued on p. 23 ( <i>teach</i> )	
(D) retell texts in ways that maintain meaning	<u>Planning Section</u> p. 109 Text Structure #1-2 ( <i>teach</i> ) p. 111 Text Structure #1, 2 ( <i>teach and practice</i> ) p. 113 Text Structure #1, 2 ( <i>teach and practice</i> ) p. 115 Text Structure #1, 2 ( <i>teach and practice</i> ) p. 117 Text Structure #1, 2 ( <i>teach and practice</i> ) p. 119 Text Structure #1, 2 ( <i>teach and practice</i> )	p. 22 Mental actions continued on p. 23  p. 145-148 ( <i>teach</i> )	Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters ( <i>practice</i> )  Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue ( <i>teach</i> )  Downloadable > All Grades > Graphic Organizers > Reading ( <i>practice</i> )

<p>(E) interact with sources in meaningful ways such as illustrating or writing</p>	<p><b>Planning Section</b>  p. 121 Composition #3 (<i>teach</i>)  p. 121 Composition #4 (<i>teach and practice</i>)  p. 122 Composition #1 (<i>teach</i>)  p. 122 Composition #2 (<i>teach and practice</i>)  p. 137 Text Structure #1 (<i>teach and practice</i>)  p. 139 Text Structure #1 (<i>teach and practice</i>)  p. 141 Text Structure #1-2 (<i>teach and practice</i>)  p. 133 Text Structure #1-2 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative Compare-Contrast (<i>practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 7&gt; Reading&gt; GKW7TS1 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 12&gt; Reading&gt; GKW12TS6 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 17&gt; Reading&gt; GKW17TS2 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 18&gt; Reading&gt; GKW18TS1 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 19&gt; Reading&gt; GKW19TS2 (<i>teach and practice</i>)</p>
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<p>(F) respond using newly acquired vocabulary as appropriate</p>	<p><u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 121 Comprehension #1-2 (<i>teach</i>)  p. 121 Comprehension #3 (<i>teach and practice</i>)  p. 123 Comprehension #2,3 (<i>teach and practice</i>)  p. 125 Comprehension #2,3 (<i>teach and practice</i>)  p. 127 Comprehension #2,3 (<i>teach and practice</i>)  p. 129 Comprehension #2,3 (<i>teach and practice</i>)</p>	<p>p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage (<i>teach</i>)</p>	
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>			
<p>(A) discuss topics and determine the basic</p>		<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	

<p>theme using text evidence with adult assistance</p>			
<p>(B) identify and describe the main character(s);</p>	<p><u>Planning Section</u>  p. 51 Text Structure #2-3 (<i>teach</i>)  p. 53 Text Structure #2-3 (<i>teach and practice</i>)  p. 55 Text Structure #2, 4 (<i>teach and practice</i>)  p. 57 Text Structure #2, 4 (<i>teach and practice</i>)  p. 59 Text Structure #3 (<i>teach and practice</i>)  p. 61 Text Structure #3 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 17&gt; Reading&gt; GKW17TS2 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 24&gt; Writing&gt; GKW24C3 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 25&gt; Writing&gt; GKW25C1 (<i>teach and practice</i>)</p>

<p>(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p>	<p><u>Planning Section</u>  p. 69 Text Structure #1-2 (<i>teach</i>)  p. 71 Text Structure #1-2 (<i>teach and practice</i>)  p. 73 Text Structure #1, 3 (<i>teach and practice</i>)  p. 75 Text Structure #1, 3 (<i>teach and practice</i>)  p. 77 Text Structure #1-2 (<i>teach and practice</i>)  p. 79 Text Structure #1-2 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 17&gt; Reading&gt; GKW17TS2 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 24&gt; Writing&gt; GKW24C3 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 25&gt; Writing&gt; GKW25C1 (<i>teach and practice</i>)</p>
<p>(D) describe the setting.</p>	<p><u>Planning Section</u>  p. 59 Text Structure #1-2 (<i>teach</i>)  p. 61 Text Structure #1-2 (<i>teach and practice</i>)  p. 63 Text Structure #1, 3 (<i>teach and practice</i>)  p. 65 Text Structure #1-2 (<i>teach and practice</i>)  p. 67 Text Structure #1 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 17&gt; Reading&gt; GKW17TS2 (<i>teach and practice</i>)</p>

	<p>p. 69 Text Structure #3 (<i>teach and practice</i>)</p>		<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 24&gt; Writing&gt; GKW24C3 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 25&gt; Writing&gt; GKW25C1 (<i>teach and practice</i>)</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse</p>			

texts. The student is expected to:			
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	<u>Planning Section</u> p. 49 Text Structure #2 ( <i>teach and practice</i> ) p. 75 Literary Appreciation #4 ( <i>teach and practice</i> ) p. 81 Text Structure #4 ( <i>teach</i> ) p. 87 Text Structure #4 ( <i>teach and practice</i> ) p. 139 Literary Appreciation #1 ( <i>teach and practice</i> ) p. 141 Literary Appreciation #2 ( <i>teach and practice</i> )		
(B) discuss rhyme and rhythm <b>in nursery rhymes</b> and a variety of poems;	<u>Planning Section</u> p. 137 Literary Appreciation/Fluency #2 ( <i>teach and practice</i> ) p. 139 Literary Appreciation/Fluency #2 ( <i>teach and practice</i> ) p. 141 Literary Appreciation/Fluency #2 ( <i>teach and practice</i> ) p. 143 Literary Appreciation/Fluency #2 ( <i>teach and practice</i> )		
(C) discuss main <b>characters in drama</b> ;			

<p>(D) recognize characteristics and structures of informational text, including: i. the central idea and supporting evidence with adult assistance; ii. titles and simple graphics to gain information; and iii. the steps in a sequence with adult assistance;</p>	<p><b>Central Idea and supporting evidence</b>  <u>Planning Section</u>  p. 91 Text Structure #1, 3 (<i>teach</i>)  p. 91 Text Structure #6 (<i>teach and practice</i>)  p. 93 Text Structure #3 (<i>teach and practice</i>)  p. 93 Text Structure #6 (<i>teach and practice</i>)  p. 95 Text Structure #3 (<i>teach and practice</i>)  p. 95 Text Structure #6 (<i>teach and practice</i>)  <b>Titles and simple graphics to gain information</b>  <u>Planning Section</u>  p. 91 Text Structure #4 (<i>teach</i>)  p. 91 Text Structure #5-6 (<i>teach and practice</i>)  p. 93 Text Structure #3-4 (<i>teach and practice</i>)  p. 93 Text Structure #6-7 (<i>teach and practice</i>)  p. 95 Text Structure #3-4 (<i>teach and practice</i>)  p. 95 Text Structure #6-7 (<i>teach and practice</i>)  <b>Steps in a sequence</b>  <u>Planning Section</u></p>		<p><b>Central Idea and supporting evidence</b>  Downloadable&gt;Kindergarten&gt;  Kindergarten: Week 19&gt; Reading&gt;  GKW19TS2 (<i>teach and practice</i>)</p> <p><b>Steps in a sequence</b>  Downloadable&gt;Kindergarten&gt;  Kindergarten: Week 31&gt; Reading&gt;  GKW31TS2 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt;  Kindergarten: Week 32&gt; Reading&gt;  GKW32TS2 (<i>teach and practice</i>)</p>
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<p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</p>	<p><b>Planning Section</b>  p. 120 Composition #1 (<i>teach</i>)  p. 121 Composition #2-3 (<i>teach and practice</i>)  p. 121 Composition #4 (<i>teach and practice</i>)  p. 122 Composition #2-3 (<i>teach and practice</i>)</p>		<p>Teacher's Guides &gt; First Grade &gt; McCall-Crabbs/McCall-Harby &gt; A2</p> <p>Teacher's Guides &gt; First Grade &gt; McCall-Crabbs/McCall-Harby &gt; A29</p> <p>Teacher's Guides &gt; First Grade &gt; McCall-Crabbs/McCall-Harby &gt; A52</p>
<p>(F) recognize characteristics of multimodal and digital texts</p>			
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and</p>			

<p>performances. The student is expected to:</p>			
<p>(A) discuss with adult assistance the author's purpose for writing text</p>	<p><u>Planning Section</u>  p. 51 Text Structure #1, 3 (<i>teach</i>)  p. 53 Text Structure #1, 3 (<i>teach and practice</i>)  p. 55 Text Structure #1, 4 (<i>teach and practice</i>)  p. 91 Text Structure #1, 3 (<i>teach</i>)  p. 91 Text Structure #6 (<i>teach and practice</i>)  p. 93 Text Structure #3 (<i>teach and practice</i>)  p. 105 Text Structure #1-2 (<i>teach</i>)  p. 105 Text Structure #3 (<i>teach and practice</i>)  p. 107 Text Structure #3 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141</p>	<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 7&gt; Reading&gt; GKW7TS1 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 12&gt; Reading&gt; GKW12TS6 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 17&gt; Reading&gt; GKW17TS2 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 18&gt; Reading&gt; GKW18TS1 (<i>teach and practice</i>)</p>

			<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 18&gt; Reading&gt; GKW18TS1 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 19&gt; Reading&gt; GKW19TS2 (<i>teach and practice</i>)</p>
<p>(B) discuss with adult assistance how the use of text structure contributes to the author's purpose</p>	<p><u>Planning Section</u> p. 51 Text Structure #1, 3 (<i>teach</i>) p. 53 Text Structure #1, 3 (<i>teach and practice</i>) p. 55 Text Structure #1, 4 (<i>teach and practice</i>) p. 91 Text Structure #1, 3 (<i>teach</i>) p. 91 Text Structure #6 (<i>teach and practice</i>) p. 93 Text Structure #3 (<i>teach and practice</i>) p. 105 Text Structure #1-2 (<i>teach</i>) p. 105 Text Structure #3 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141</p>	<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 7&gt; Reading&gt; GKW7TS1 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 12&gt; Reading&gt; GKW12TS6 (<i>teach and practice</i>)</p>

	<p>p. 107 Text Structure #3 (<i>teach and practice</i>)</p>		<p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 17&gt; Reading&gt; GKW17TS2 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 18&gt; Reading&gt; GKW18TS1 (<i>teach and practice</i>)</p> <p>Downloadable&gt;Kindergarten&gt; Kindergarten: Week 19&gt; Reading&gt; GKW19TS2 (<i>teach and practice</i>)</p>
<p>(C) discuss with adult assistance the author's use of print and graphic</p>	<p><u>Planning Section</u> p. 91 Text Structure #4 (<i>teach</i>)</p>		

<p>features to achieve specific purposes</p>	<p>p. 91 Text Structure #5-6 (<i>teach and practice</i>)  p. 93 Text Structure #3-4 (<i>teach and practice</i>)  p. 93 Text Structure #6-7 (<i>teach and practice</i>)  p. 95 Text Structure #3-4 (<i>teach and practice</i>)  p. 95 Text Structure #6-7 (<i>teach and practice</i>)</p>		
<p>(D) discuss with adult assistance how the author uses words that help the reader visualize</p>	<p><u>Planning Section</u>  p. 57 Literary Appreciation #1 (<i>teach</i>)  p. 57 Literary Appreciation #2 (<i>teach and practice</i>)  p. 63 Literary Appreciation #1-2 (<i>teach and practice</i>)  p. 65 Literary Appreciation #1-2 (<i>teach and practice</i>)  p. 75 Literary Appreciation #1-2 (<i>teach and practice</i>)  p. 81 Literary Appreciation #1-2 (<i>teach and practice</i>)</p>		
<p>(E) listen to and experience first- and third-person texts.</p>	<p><u>Planning Section</u>  p. 49 Literary Appreciation #2 (<i>teach and practice</i>)  p. 55 Literary Appreciation #2 (<i>teach and practice</i>)  p. 57 Literary Appreciation #2 (<i>teach and practice</i>)  p. 65 Literary Appreciation #2 (<i>teach and practice</i>)</p>		

	p. 85 Text Structure #3 ( <i>teach and practice</i> )		
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
(A) plan by generating ideas for writing through class discussions and drawings	<u>Delivering Section</u> p. 69 Prewriting ( <i>teach</i> ) <u>Planning Section</u> p. 129 Composition #1 ( <i>teach and practice</i> ) p. 134 Composition #1 ( <i>teach and practice</i> ) p. 138 Composition #2 ( <i>teach and practice</i> )	p. 119 Prewriting continued on p. 120 until Composing	Downloadable > All Grades > Graphic Organizers > Writing
(B) develop drafts in oral, pictorial, or written form by organizing ideas	<u>Delivering Section</u> p. 69 Composing ( <i>teach</i> ) <u>Planning Section</u> p. 129 Composition #1 ( <i>teach and practice</i> )	p. 120 Composing	Downloadable > All Grades > Writing > Writing Rubric Template ( <i>teach and practice</i> )

	<p>p. 134 Composition #1 (<i>teach and practice</i>)</p> <p>p. 138 Composition #2 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing</p>
<p>(C) revise drafts by adding details in pictures or words</p>	<p><u>Delivering Section</u></p> <p>p. 69 Revising (<i>teach</i>)</p>	<p>p. 120 Revising continued on p. 121 until Editing</p>	
<p>(D) edit drafts with adult assistance using standard English conventions, including: i. complete sentences; ii. verbs; iii. singular and plural nouns; iv. adjectives, including articles; v. prepositions; iv. pronouns, including subjective, objective, and possessive cases; vii. capitalization of the first letter in a sentence and name; viii. punctuation marks at the end of declarative sentences; and ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p><u>Delivering Section</u></p> <p>p. 70 Editing</p>	<p><b>Simple and compound sentences</b></p> <p>p. 103 Simple Sentences, Teaching Attributes of Simple Sentences: Example Dialogue, and Teaching Compound Sentences: Example Dialogue continued until p. 107 (<i>teach</i>)</p> <p>p. 106 Teaching (<i>teach</i>)</p> <p>p. 121 Editing continued on p. 122 until Publishing (<i>teach</i>)</p> <p><b>Parts of Speech</b></p> <p>p. 108 continued through p. 116 (<i>teach</i>)</p> <p><b>English conventions</b></p> <p><u>Delivering Section</u></p> <p>p. 21-38 (daily spelling <i>teaching and practice</i>)</p>	<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, and Analyses &gt; Writing Checklists (<i>teach and practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Writing &gt; Writing Rubric Template (<i>teach and practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Writing Noun Plurals Posters, Verb Tense Posters, and Personal Pronouns Posters (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Spelling &gt; Primary Rule Page Posters (<i>teach</i>)</p>

<p>(E) share writing.</p>	<p><u>Delivering Section</u> p. 70 Publishing (<i>teach</i>)</p>	<p>p. 122 Publishing (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>			
<p>(A) dictate or compose literary texts, including personal narratives</p>	<p><u>Planning Section</u> p. 129 Composition #1 (<i>teach and practice</i>) <u>Planning Section</u> p. 138 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 126 Teaching Narrative Paragraphs continued through Publishing on p. 129 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing</p>
<p>(B) dictate or compose informational texts</p>	<p><u>Planning Section</u> p. 134 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 123 Teaching Informative Paragraphs continued through Publishing on p. 126 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative (<i>teach and practice</i>)</p>

<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>			
<p>(A) generate questions for formal and informal inquiry with adult assistance</p>			
<p>(B) develop and follow a research plan with adult assistance</p>			
<p>(C) gather information from a variety of sources with adult assistance</p>			
<p>(D) demonstrate understanding of</p>			

information gathered with adult assistance			
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			