



Literacy by Design

Grade K
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correlated to the

**Indiana Academic Standards
English/Language Arts
Grade K**



**Houghton Mifflin Harcourt
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English/Language Arts
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Standard	Descriptor	Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
	<i>Concepts About Print</i>	
K.1.1	Identify the front cover, back cover, and title page of a book.	Comprehensive Teacher’s Guide: 158-159 Small Group Reading Teacher’s Guide: 24, 89, 154, 184, 189
K.1.2	Follow words from left to right and from top to bottom on the printed page.	Comprehensive Teacher’s Guide: 26-27, 290-291, 437 Small Group Reading Teacher’s Guide: 59, 74, 179, 189
K.1.3	Understand that printed materials provide information.	Comprehensive Teacher’s Guide: 181, 209, 246, 312, 322, 378, 444, 510 Small Group Reading Teacher’s Guide: 279
K.1.4	Recognize that sentences in print are made up of separate words	Comprehensive Teacher’s Guide: 8, 14, 16, 172, 178, 180, 184 Small Group Reading Teacher’s Guide: 6, 8, 11, 13, 16, 18, 21, 23, 26, 28, 31, 33, 36, 38, 84, 199, 224
K.1.5	Distinguish letters from words.	Comprehensive Teacher’s Guide: 52 Small Group Reading Teacher’s Guide: 99, 169
K.1.6	Recognize and name all capital and lowercase letters of the alphabet.	Comprehensive Teacher’s Guide: 14, 26, 46, 58, 80, 92, 112, 124, 146, 178, 190, 212, 224, 244, 250, 254, 278, 283, 285, 290, 295, 310, 322, 344, 376, 388, 389, 410, 442, 454, 455, 476, 488, 503, 508, 515, 521 Small Group Reading Teacher’s Guide: 149

Standard	Descriptor	Citations
	<i>Phonemic Awareness</i>	
K.1.7	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.	Comprehensive Teacher's Guide: 138, 146, 156, 158, 254, 256, 338, 344, 354, 356, 404, 410, 420, 422, 486, 488, 502, 508 Small Group Reading Teacher's Guide: 9-10, 39-40, 46-47, 51-52, 76-77, 91-92, 96-97, 106-107, 121-122, 126-127, 131-132, 136-137, 141-142, 146-147, 151-152, 156-157, 161-162, 166-167, 171-172, 176-177, 181-182, 186-187, 191-192, 196-197, 201-202, 206-207, 211-212, 221-222, 226-227, 231-232, 236-237, 241-242, 246-247, 251-252, 256-257, 261-262, 266-267, 271-272, 276-277
K.1.8	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated. Example: Listen to the word <i>bat</i> and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word <i>brother</i> .	Comprehensive Teacher's Guide: 436, 442, 444, 448, 518
K.1.9	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words. Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.	Comprehensive Teacher's Guide: 29, 61, 95, 127, 140, 146, 148, 156, 158, 161, 162, 164, 193, 238, 244, 246, 254, 256, 258, 259, 260, 293, 325, 338, 344, 346, 354, 356, 358, 359, 391, 404, 405, 410, 412, 414, 416, 420, 422, 424, 425, 426, 457, 486, 488, 490, 491, 494, 502, 508, 510, 512, 514, 520, 522, 523, 526 Small Group Reading Teacher's Guide: 9, 10, 39, 40, 42, 46, 51, 76, 91, 96, 106, 141, 143, 146, 151, 156, 162, 171, 176, 181, 196, 211, 231, 236, 241, 246, 251, 256, 261, 276
K.1.10	Say rhyming words in response to an oral prompt. Example: Say a word that rhymes with <i>cat</i> .	Comprehensive Teacher's Guide: 40, 46, 48, 52, 90, 92, 94, 98, 152, 156, 206, 212, 214, 218, 272, 278, 280, 284, 320, 322, 324, 328, 350, 354, 452, 454, 456, 460 Small Group Reading Teacher's Guide: 4, 5, 19, 20, 121-122, 126-127, 131-132, 136-137, 144, 166-167, 186-187, 191-192, 201-202, 206-207, 221-222, 226-227, 266-267, 271-272

Standard	Descriptor	Citations
K.1.11	Listen to one-syllable words and tell the beginning or ending sounds. Example: Tell what sound you hear at the beginning of the word <i>girl</i> .	Comprehensive Teacher's Guide: 8, 56, 58, 60, 62, 64, 74, 80, 82, 84, 90, 96, 106, 112, 114, 116, 118, 122, 124, 126, 128, 140, 182, 194, 222, 224, 226, 228, 230, 248, 282, 288, 290, 292, 294, 304, 310, 312, 314, 316, 376, 378, 380, 382, 386, 388, 390, 392, 394, 470, 476, 478, 480, 492 Small Group Reading Teacher's Guide: 24, 25, 34, 35, 41-42, 56-57, 61-62, 66-67, 71-72, 81-82, 86-87, 101-102, 111-112, 116-117, 216-217
K.1.12	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	Comprehensive Teacher's Guide: 8, 14, 16, 52, 172, 178, 180, 184 Small Group Reading Teacher's Guide: 6, 8, 11, 13, 16, 21, 23, 26, 28, 31, 33, 36, 38, 84, 99, 169, 199, 224
K.1.13	Count the number of syllables in words.	Comprehensive Teacher's Guide: 24, 26, 28, 32, 188, 190, 192, 196 Small Group Reading Teacher's Guide: 14, 15, 29, 30
<i>Decoding and Word Recognition</i>		
K.1.14	Match all consonant sounds (<i>mad</i> , <i>red</i> , <i>pin</i> , <i>top</i> , <i>sun</i>) to appropriate letters.	Comprehensive Teacher's Guide: 8, 24, 26, 30, 46, 58, 80, 92, 112, 124, 178, 190, 212, 224, 278, 290, 310, 322, 376, 388, 410, 422, 442, 452, 476, 488 Small Group Reading Teacher's Guide: 24, 25, 34, 35, 56, 57, 61, 62, 66, 67, 71, 72, 81, 82, 86, 87, 101, 102, 111, 112, 116, 117, 216, 217
K.1.15	Read one-syllable and high-frequency (often-heard) words by sight.	Comprehensive Teacher's Guide: 16, 28, 48, 60, 82, 94, 114, 126, 148, 160, 180, 192, 214, 226, 246, 258, 280, 292, 312, 324, 346, 358, 378, 390, 412, 424, 444, 456, 478, 490, 510, 522 Small Group Reading Teacher's Guide: 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278

Standard	Descriptor	Citations
K.1.16	Use self-correcting strategies when reading simple sentences.	Comprehensive Teacher's Guide: 140-141, 144, 146-147, 149, 150-151, 153, 162-163, 164-165, 192-193, 404-405, 408, 410-411, 412-413, 414-415, 416-417, 426-427, 428-429 Small Group Reading Teacher's Guide: 43, 143, 238
K.1.17	Read their own names.	Comprehensive Teacher's Guide: 261, 283, 295, 389, 515
K.1.18	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	Comprehensive Teacher's Guide: Students understand the alphabetic principle in Teach Phonemic Awareness/Phonics throughout the program. For example, see: 8, 18, 40, 52, 86, 116, 148, 188, 214, 244, 294, 322, 338, 378, 420, 448, 478, 520 Small Group Reading Teacher's Guide: Students understand the alphabetic principle in Teach Phonemic Awareness/Phonics throughout the program. For example, see: 41-42, 56-57, 66-67, 91-92, 111-112, 121-122, 141-142, 166-167, 181-182, 196-197, 211-212, 221-222, 236-237, 251-252, 276-277
K.1.19	Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	Comprehensive Teacher's Guide: 114-115
	<i>Vocabulary and Concept Development</i>	
K.1.20	Identify and sort common words in basic categories. Example: Tell whether the words <i>blue</i> , <i>yellow</i> , and <i>red</i> are colors, shapes, or foods. Tell the names of some favorite colors.	Comprehensive Teacher's Guide: 8, 15, 80, 116 Small Group Reading Teacher's Guide: 42, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277

Standard	Descriptor	Citations
K.1.21	Identify common signs and symbols. Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.	Comprehensive Teacher’s Guide: Recognize High-Frequency Words: 16, 28, 48, 60, 82, 94, 114, 126, 148, 160, 180, 192, 214, 226, 246, 258, 280, 292, 312, 324, 346, 358, 378, 390, 412, 424, 444, 456, 478, 490, 510, 522 Small Group Reading Teacher’s Guide: Introduce High-Frequency Words: 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278
K.1.22	Listen to stories read aloud and use the vocabulary in those stories in oral language.	Comprehensive Teacher’s Guide: 8, 15, 18, 29, 40, 47, 50, 61, 74, 81, 84, 95, 106, 113, 116, 127, 140, 147, 150, 161, 172, 182, 193, 206, 213, 216, 227, 238, 245, 249, 259, 272, 279, 282, 292, 304, 311, 314, 325, 338, 345, 348, 359, 370, 377, 380, 391, 404, 411, 414, 425, 443, 446, 457, 470, 477, 480, 491, 502, 509, 512, 523
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
<i>Structural Features of Informational and Technical Materials</i>		
K.2.1	Locate the title and the name of the author of a book.	Comprehensive Teacher’s Guide: Small Group Reading Teacher’s Guide: 34, 89, 104-105, 184, 189
K.2.2	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content. Example: Tell how and where bees gather pollen after listening to a book about bees such as <i>The Honey-makers</i> by Gail Gibbons.	Comprehensive Teacher’s Guide: 74-75, 80-81, 126-127, 342, 344-345, 390 Small Group Reading Teacher’s Guide: 98-99, 104, 119, 183, 189, 199, 200, 244, 250, 254, 255, 260, 264, 269, 274, 279
K.2.3	Generate and respond to questions (<i>who, what, where</i>).	Comprehensive Teacher’s Guide: 116–117, 128, 130, 196, 262, 328, 380-381, 394, 460 Small Group Reading Teacher’s Guide: 34, 39, 84, 85, 89, 90, 94, 95, 99, 100, 104, 105, 109, 110, 114, 115, 119, 120, 185, 189, 195, 199, 244, 245, 249, 254, 258, 259, 264, 269, 275, 279

Standard	Descriptor	Citations
K.2.4	Identify types of everyday print materials. Example: Walk around the school and identify the signs in the school, such as EXIT, Principal’s Office, and Restrooms. Tell the difference between a storybook and a beginners’ dictionary.	Comprehensive Teacher’s Guide: 114-115 Small Group Reading Teacher’s Guide: 124-125
K.2.5	Identify the order (first, last) of information. Example: Listen to and look at the information in a book such as <i>Going on a Whale Watch</i> by Bruce McMillan. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.	Comprehensive Teacher’s Guide: 470-471, 476, 480-481, 492, 494, 522-523 Small Group Reading Teacher’s Guide: 53, 58, 133
3. READING: Comprehension and Analysis of Literary Text		
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
K.3.1	Distinguish fantasy from reality. Example: Listen to <i>The Day Jimmy’s Boa Ate the Wash</i> , Trinka Hakes Noble’s story about a class field trip to a farm, and <i>Farming</i> , Gail Gibbons’ nonfiction book about farming. Tell how these two books are different.	Comprehensive Teacher’s Guide: 92-93 Small Group Reading Teacher’s Guide: 54-55, 214-215
K.3.2	Retell (beginning, middle, end) familiar stories. Example: Retell the story of a folktale, such as the version of <i>The Three Little Pigs</i> by Steven Kellogg.	Comprehensive Teacher’s Guide: 98, 189, 228, 296, 362
K.3.3	Identify characters, settings, and important events in a story. Example: Identify the main characters in a story, such as <i>Noisy Nora</i> by Rosemary Wells. Describe the setting in a familiar story, such as <i>Goodnight Moon</i> by Margaret Wise Brown. Retell the important events in a story, such as the folktale <i>Jack and the Beanstalk</i> .	Comprehensive Teacher’s Guide: 86, 90, 107, 218, 222, 224-225, 228, 280-281, 478, 482, 486, 488 Small Group Reading Teacher’s Guide: 4, 9, 14, 19, 24, 29, 44, 45, 49, 50, 55, 60, 65, 70, 75, 79, 125, 130, 135, 140, 145, 155, 205, 209, 210, 215, 218, 220, 225, 230, 235, 239, 240
K.3.4	Identify favorite books and stories.	Small Group Reading Teacher’s Guide: 5
K.3.5	Understand what is heard or seen by responding to questions (<i>who, what, where</i>).	Comprehensive Teacher’s Guide: 32, 64, 98, 130, 164, 196, 230, 262, 296, 328, 362, 394, 428, 460, 494, 526 Small Group Reading Teacher’s Guide: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179, 184, 189, 194, 199, 204, 209, 214, 219, 224, 229, 234, 239, 244, 249, 254, 259, 264, 269, 274, 279

Standard	Descriptor	Citations
4. WRITING: Processes and Features		
<i>Organization and Focus</i>		
K.4.1	Discuss ideas to include in a story.	Comprehensive Teacher’s Guide: 19, 21, 25, 27, 29, 31, 33, 53, 57, 63, 85, 87, 91, 95, 97, 119, 127, 163, 185, 189, 191, 219, 227, 283, 285, 293, 293, 295, 317, 351, 383, 387, 391, 417, 449, 481, 483, 491, 513, 515, 523, 525
K.4.2	Tell a story that the teacher or some other person will write.	Comprehensive Teacher’s Guide: 31, 85, 87, 97, 283, 285, 295, 349, 351, 361
K.4.3	Write using pictures, letters, and words.	Comprehensive Teacher’s Guide: 9, 15, 21, 25, 29, 41, 81, 87, 93, 95, 97, 107, 113, 115, 117, 119, 123, 125, 141, 147, 149, 153, 157, 159, 161, 163, 181, 251, 295, 325, 327, 329, 359, 361, 405, 411, 421, 423 Small Group Reading Teacher’s Guide: 45, 60, 70, 75, 80, 85, 100, 110, 125, 140, 160, 190, 225, 240, 275
K.4.4	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle). Example: Write correctly simple words, such as <i>man</i> , <i>cat</i> , and <i>run</i> , and spell other words as they sound, such as <i>whale</i> as <i>wal</i> , <i>jumps</i> as <i>jmps</i> , and <i>bigger</i> as <i>bigr</i> , showing an understanding of what letters represent certain sounds.	Comprehensive Teacher’s Guide: 17, 27, 29, 49, 61, 63, 83, 95, 127, 149, 161, 181, 193, 215, 227, 247, 259, 281, 293, 313, 325, 347, 359, 379, 391, 413, 424, 445, 457, 479, 491, 511, 523
K.4.5	Write by moving from left to right and from top to bottom.	Comprehensive Teacher’s Guide: 437, 443, 445, 447, 453, 455, 459
<i>Research Process and Technology</i>		
K.4.6	Ask <i>how</i> and <i>why</i> questions about a topic of interest.	Comprehensive Teacher’s Guide: 181, 183, 185, 193, 195, 247, 249, 251, 259, 261, 447, 449, 457, 459
K.4.7	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).	Comprehensive Teacher’s Guide: 183, 249, 256, 447, 449
K.4.8	Organize and classify information into categories of how and why or by color or size.	Comprehensive Teacher’s Guide: 114–115, 183, 249, 447, 449, 452, 486

Standard	Descriptor	Citations
5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
K.5.1	Draw pictures and write words for a specific reason. Example: Draw a picture or write to a friend or a family member to tell about something new at school.	Comprehensive Teacher's Guide: 479, 481, 483 Small Group Reading Teacher's Guide: 45, 60, 70, 75, 80, 85, 100, 110, 125, 140, 160, 190, 225, 240, 275
K.5.2	Draw pictures and write for specific people or persons. Example: Write or dictate an invitation to a parent to attend a classroom event.	Comprehensive Teacher's Guide: 479, 481, 483 Small Group Reading Teacher's Guide: 45, 60, 225, 275
6. WRITING: English Language Conventions		
<i>Handwriting</i>		
K.6.1	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	Comprehensive Teacher's Guide: 16, 18, 28, 30, 48, 50, 60, 62, 82, 84, 94, 96, 114, 116, 126, 128, 148, 150, 180, 182, 192, 194, 214, 216, 226, 228, 246, 248, 280, 282, 292, 294, 312, 314, 324, 326, 346, 348, 358, 360, 378, 380, 390, 392, 412, 414, 424, 426, 444, 446, 456, 458, 478, 480, 490, 492, 510, 512, 522, 524
<i>Spelling</i>		
K.6.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names. Example: Spell correctly common words, such as <i>cat</i> , or spell by how the word sounds, such as <i>kat</i> .	Comprehensive Teacher's Guide: 17, 27, 29, 49, 61, 63, 83, 95, 127, 149, 161, 181, 193, 215, 227, 247, 259, 281, 293, 313, 325, 347, 359, 379, 391, 413, 424, 445, 457, 479, 491, 511, 523
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
<i>Comprehension</i>		
K.7.1	Understand and follow one- and two-step spoken directions.	Comprehensive Teacher's Guide: 8, 20, 24, 26, 28, 60, 74, 80, 86, 90, 106, 112, 116, 140, 146, 148, 152, 160, 206, 214, 230, 238, 278, 346, 376, 442 Small Group Reading Teacher's Guide: 1, 6, 11, 14, 16, 21, 26, 31, 36

Standard	Descriptor	Citations
	<i>Oral Communication</i>	
K.7.2	Share information and ideas, speaking in complete, coherent sentences.	<p>Comprehensive Teacher’s Guide: covered throughout the program. For example, see: 8, 9, 15, 19, 24, 28, 41, 47, 51, 75, 81, 85, 107, 113, 117, 141, 147, 151, 173, 179, 183, 207, 213, 217, 239, 245, 249, 258, 273, 279, 283, 305, 311, 315, 320, 339, 345, 349, 354, 371, 377, 381, 405, 411, 415, 437, 443, 447, 452, 471, 477, 481, 503, 509, 513</p> <p>Small Group Reading Teacher’s Guide: covered throughout the program. For example, see: 3, 5, 8, 10, 28, 30, 40, 53, 55, 65, 78, 80, 88, 100, 103, 105, 113, 128, 138, 140, 160, 168, 193, 200, 208, 210, 213, 230, 248, 253, 255, 263, 270, 278, 280</p>
	<i>Speaking Applications</i>	
K.7.3	Describe people, places, things (including their size, color, and shape), locations, and actions.	<p>Comprehensive Teacher’s Guide: 8, 15, 52, 57, 67, 74, 84, 86, 94, 96, 114, 116, 118, 178, 206, 212, 238, 244, 246, 250, 272, 278, 284, 304, 310, 312, 338, 344, 370, 376, 404, 410, 470, 502, 508,</p> <p>Small Group Reading Teacher’s Guide: 21, 28, 46, 63, 71, 81, 126, 211</p>
K.7.4	Recite short poems, rhymes, and songs.	<p>Comprehensive Teacher’s Guide: 20, 24, 25, 52, 56, 57, 86, 90, 91, 152, 156, 157, 184, 188, 189, 218, 222, 223, 250, 254, 255, 284, 288, 289, 316, 320, 321, 350, 354, 355, 382, 386, 387, 416, 420, 421, 448, 452, 453, 482, 486, 487</p> <p>Small Group Reading Teacher’s Guide: 100, 130</p>
K.7.5	Tell an experience or creative story in a logical sequence (chronological order, first, second, last).	<p>Comprehensive Teacher’s Guide: 470-471, 476-477, 522</p> <p>Small Group Reading Teacher’s Guide: 58</p>