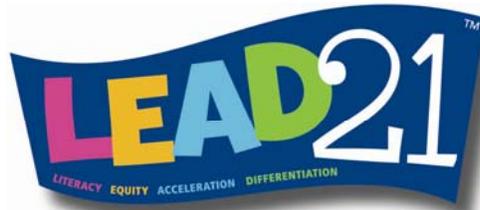
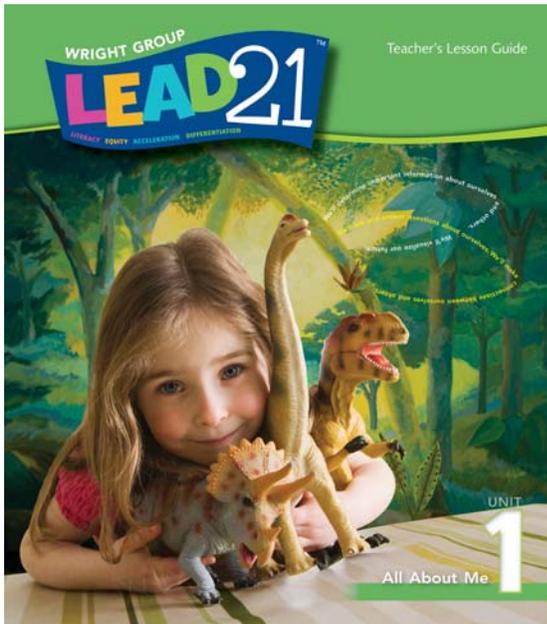




Wright Group

Content and Performance Standards
Reading and Writing
Kindergarten



KINDERGARTEN
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STANDARDS

PAGE REFERENCES

During the Kindergarten year, children experience the enjoyment of reading. They retell familiar stories and talk about stories that someone reads to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to age-appropriate classic and contemporary literature, Mother Goose nursery rhymes, alphabet books, and even beginner's dictionaries. They discuss ideas and tell stories for someone to write down, and they begin to write and draw pictures for other readers. They begin to learn the rules of Standard English and more about communicating with others.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

STANDARDS	PAGE REFERENCES
Concepts About Print	
K.1.1 Identify the front cover, back cover, and title page of a book.	Teacher Edition: T1: IA 27, 105; RT 66 T2: IA 49; LB 109; PR 90 T3: IA 61, 121; PR 20, 162, 164 T4: PP 14; PR 22 T5: PR 118, 120, 162, 194, 266, 276 T6: PR 20, 23, 46, 48, 50, 90, 95, 118, 159, 162 T7: PR 18, 20, 48, 118 T8: IA 249; IT 12; PR 18, 20, 48, 249
K.1.2 Follow words from left to right and from top to bottom on the printed page.	Teacher Edition: T1: xviii; IA 27, 100; RT 66, 86 T3: IA 179; R 51; RT 102 T4: LB 254; RT 160, 202, 274 T5: RT 160, 246 T6: RT 160, 232 T7: IA 105; RT 160 T8: LB 19
K.1.3 Understand that printed materials provide information.	Teacher Edition: T1: DII 25, 45 T2: CC 19, 21; GC 22, 166 T3: CC 179; GC 51, 166, 167, 181; MC 173, 178, 201; MW 168 T4: IA 187; IDF 190, 192, 259; RT 274 T5: CC 105; IA 177; MC 101, 104, 129; MW 168; RT 274 T6: CC 33, 35; GC 36; KC 119; RT 274 T7: CC 177, 179, 207; MC 173, 176, 178, 201 T8: CC 265; IDF 259, 262, 264; RT 274
K.1.4 Recognize that sentences in print are made up of separate words.	Teacher Edition: T1: PAWU 63, 73, 83, 93, 173, 203 T2: IA 110 T2: IA 205, 279 T4: IS 251; LB 254, 279 T5: IA 47, 177 T7: LB 47, 105
K.1.5 Distinguish letters from words.	Teacher Edition: T1: RT 36 T2: IA 110 T3: IA 61, 179, 205, 279

STANDARDS	PAGE REFERENCES
<p>K.1.6 Recognize and name all capital and lowercase letters of the alphabet.</p>	<p>Teacher Edition: T1: AK 16, 26, 36–37, 46, 54, 66–67, 76, 86, 96, 104, 116–117, 126, 136–137, 146, 154, 166, 176, 186, 196, 204; IA 87 T2: AK 16, 30, 44–45, 58, 70–71, 88–89, 102, 116–117, 130, 142–143, 160–161, 174, 188–189, 202–203, 214–215, 232, 246, 260, 274, 286–287 T3: AK 30–31; IA 179 T5: C 203 T6: IA 268 T7: LW 59; P 88, 102, 116, 160, 174, 188 T8: IA 233; P 30, 116, 143, 160</p>
Phonemic Awareness*	
<p>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.</p>	<p>Teacher Edition: T2: PAWU 85, 99, 113, 127, 141 T3: PAWU 41, 55, 113, 127, 243 T4: P 16–17, 58–59, 70–71, 116–117, 142–143, 174–175, 232–233, 246–247, 260–261, 286–287 T5: P 16–17, 58–59, 70–71, 130, 160–161, 202–203, 214–215, 232–233, 260–261, 274–275, 286–287 T6: P 44–45, 70–71, 102–103, 160–161, 202–203, 214–215, 232–233, 260–261, 286–287 T7: C 17; P 16, 58, 70–71 T8: P 16–17, 44, 70–71, 89, 103, 232, 246–247, 274</p>
<p>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>.</p>	<p>Teacher Edition: T3: IA 189 T7: PAWU 11, 41, 55, 69, 85, 99, 113, 127, 141, 157, 171, 185, 199, 213, 243, 257, 271, 285 T8: PAWU 11, 27, 41, 55, 69, 85, 99, 113, 127, 141, 157, 171, 185, 199, 213, 243, 257, 271, 285</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p>Teacher Edition: T2: PAWU 157, 171, 185, 199, 213, 257, 285 T3: PAWU 157, 171, 185, 199, 213, 257, 285 T4: PAWU 69, 85, 99, 113, 127, 141, 157, 171 T5: LB 17 T6: PAWU 85, 99, 113, 127, 141, 157, 171, 185, 199, 213, 243, 257, 271, 285 T7: P 130, 131 T8: LW 203; P 17</p>
<p>K.1.10 Say rhyming words in response to an oral prompt. Example: Say a word that rhymes with <i>cat</i>.</p>	<p>Teacher Edition: T1: xix; PAWU 11, 23, 33, 43, 53, 163 T2: IA 143 T4: ES 275; IA 287; P 287 T5: TT 96 T8: ES 203; P 232</p>
<p>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>.</p>	<p>Teacher Edition: T2: PAWU 157, 171, 185, 199, 213, 257, 285 T3: PAWU 41, 55, 69, 229, 271 T4: ES 287; P 30, 70, 88, 130 T5: PAWU 69, 85, 99, 113, 127, 141, 243, 285 T7: P 44, 88, 160, 202 T8: P 232, 246, 260, 274</p>
<p>K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.</p>	<p>Teacher Edition: T1: PAWU 63, 73, 83, 93, 173, 203 T3: PAWU 41, 55, 69, 229, 271 T4: PAWU 69, 85, 99, 113, 127, 141, 157, 171 T5: PAWU 69, 85, 99, 113, 127, 141, 157, 171, 185, 243 T6: PAWU 171, 185, 199, 213, 243, 257, 271, 285 T7: P 44, 88, 116, 160, 188, 202 T8: P, 58, 130, 142</p>
<p>K.1.13 Count the number of syllables in words. * When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.</p>	<p>Teacher Edition: T1: PAWU 113, 123, 133, 143, 153, 183, 193 T2: PAWU 11, 27, 41, 55, 69, 229, 271</p>

STANDARDS	PAGE REFERENCES
Decoding and Word Recognition	
<p>K.1.14 Match all consonant sounds (<i>mad, red, pin, top, sun</i>) to appropriate letters.</p>	<p>Teacher Edition:</p> <p>T3: P 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287</p> <p>T4: P 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287</p> <p>T5: P 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287</p> <p>T6: P 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287</p> <p>T7: P 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287</p> <p>T8: P 70–71, 88–89, 116–117, 130–131, 142–143, 160–161, 174–175, 188–189, 202–203, 214–215, 246–247, 260–261, 274–275, 286–287</p>
<p>K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.</p>	<p>Teacher Edition:</p> <p>T1: HFW 37, 47, 77, 97</p> <p>T2: HFW 31, 45, 59, 103</p> <p>T3: C 131; HFW 31, 45, 189</p> <p>T4: HFW 30, 117, 203, 275; IA 233</p> <p>T5: C 233; HFW 45, 103, 117, 275</p> <p>T6: HFW 45, 117, 189, 275</p> <p>T7: ES 247; HFW 45, 117, 275; IA 117</p> <p>T8: HFW 45, 131, 189, 247</p>

STANDARDS	PAGE REFERENCES
K.1.16 Use self-correcting strategies when reading simple sentences.	Teacher Edition: T1: PR 14, 26; RC 25, 35, 45, 75 T2: CC 21, 47; GC 50, 51; OLV 42 T3: IA 49; RC 29, 34, 101, 104, 106 T4: ES 13, 245 T5: IA 187; MC 101, 104, 129 T6: CC 191; IA 133, 135, 187; IPC 190, 192; LB 194, 195 T7: CC 177, 179, 207; MC 173, 176, 178, 201 T8: C 259; GC 109, 194; IA 237; UMVS 258
K.1.17 Read their own names.	Teacher Edition: T1: G 40; IA 129; KC 25; WD 48 T2: G 196 T6: G 268 T8: G 196; IA 233
K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	Teacher Edition: T1: C 137; IA 177 T2: C 117 T3: IA 189 T4: P 287 T7: PAWU 11, 41, 55, 69, 85, 99, 113, 127, 141, 157, 171, 185, 199, 213, 243, 257, 271, 285 T8: PAWU 11, 27, 41, 55, 69, 85, 99, 113, 127, 141, 157, 171, 185, 199, 213, 243, 257, 271, 285

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<p>K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.</p>	<p>Teacher Edition: T1: xix; ES 105; IA 129, 197 T2: AK 274; IA 275</p>
<p>Vocabulary and Concept Development</p>	
<p>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.</p>	<p>Teacher Edition: T1: IA 65, 129 T2: CW 114; GC 122, 123; IA 119, 121 T3: CC 46, 48, 115, 118, 120; LB 51, 93, 122; IA 43, 263 T5: ES 43; IA 121 T6: IA 47; LB 23, 45, 93, 203 T7: C 43; CW 42; LB 49, 233</p>
<p>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.</p>	<p>Teacher Edition: T2: C 17; DW 25; IW 66; OLW 24 T5: APK 100; CC 237; CT 101; ES 129; ETV 128; GC 238, 239, 253; KC 237; LB 131; PR 236, 250; RTV 100</p>
<p>K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.</p>	<p>Teacher Edition: T1: BVC 164; ETV 94; ITV 13, 64; RTV 74, 124 T2: ETV 128; RDV 134, 137; RTV 28, 56, 100 T3: ETV 56, 128, 200; IA 177; RTV 100 T4: ETV 128, 200; RTV 28, 100, 172 T5: ETV 56, 128, 200; RTV 28, 100, 172 T6: ETV 56, 128; RTV 28, 100, 172 T7: ETV 56, 128, 200; RTV 28, 100, 172 T8: ETV 56, 128, 200; RTV 28, 100, 172</p>

STANDARDS	PAGE REFERENCES
<p>Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text <i>Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.</i></p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>K.2.1 Locate the title and the name of the author of a book.</p>	<p>Teacher Edition: T1: IA 27, 105; RT 116; RWC 95 T2: IA 49; PP 14; PR 118, 238 T3: C 57; IA 121 T4: RW 298 T6: IA 15 T8: IA 249</p>
<p>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</p>	
<p>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 Honeymakers</i> by Gail Gibbons.</p>	<p>Teacher Edition: T1: PP 14, 65, 76, 115, 126; RT 116 T2: CC 133, 277; MP 29, 32, 34; PP 14, 46 T3: GC 23, 238, 266; PP 18 T4: CC 49; PP 14, 18, 20, 46 T5: DC 187, 190, 192; LB 195; MP 173, 176, 201 T6: PP 14, 18, 20, 46 T7: CC 193; GC 23, 95; PP 14 T8: CC 63; IA 35; MP 29, 57</p>
<p>K.2.3 Generate and respond to questions (<i>who, what, where</i>).</p>	<p>Teacher Edition: T1: R 26, 66, 76, 86, 176 T2: R 33, 35, 63, 274 T2: CC 60; LB 36; RC 29, 34, 101, 104, 106 T4: AAQ 245; CC 237; GC 166; R 47, 64, 108, 116 T5: C 149; CC 21, 33, 135; RT 260 T6: AAQ 245, 250, 273; CC 248; GC 37, 267; RT 246 T7: AAQ 245, 248-249, 250-251; LB 252, 253 T8: CC 19, 33, 35, 61, 121</p>

STANDARDS	PAGE REFERENCES
<p>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</p>	<p>Teacher Edition: T1: C 120; LB 90 T2: C 17; DW 25; OLW 24 T7: APK 100; CT 101; OLW 240</p>
<p>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.</p>	<p>Teacher Edition: T1: IA 190 T2: C 115; CC 135, 163; GC 239; IA 279; RC 43 T3: CC 204; IA 96; LB 110; R 206 T4: CC 19, 134 T6: GC 50, 95, 239; LB 123; SE 46-47, 48-49, 115, 120-121 T7: GC 167; LB 194, 195; SE 187, 192 T8: CC 207, 277; GC 37; LB 179</p>
<p>Standard 3: READING: Comprehension and Analysis of Literary Text <i>Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.</i></p>	
<p>Analysis of Grade-Level-Appropriate Literary Text</p>	
<p>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.</p>	<p>Teacher Edition: T1: RC 135, 185 T2: CC 19, 121, 265; LB 240 T8: TT 96</p>
<p>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.</p>	<p>Teacher Edition: T1: IA 190; IW 200 T2: C 231; CC 119; GC 22, 23 T3: RR 187, 190–191, 192–193, 259, 262–263, 264–265; LB 194 T4: C 247; CC 19, 63; IA 168; OLW 168 T5: CC 47; GC 239, 253 T6: CC 63; GC 64, 239; ES 189; IW 282; SW 254 T7: CC 235; GC 167, 181, 252 T8: CC 191, 193, 235; GC 181; RR 187, 190</p>

STANDARDS	PAGE REFERENCES
<p>K.3.3 Identify characters, settings, and important events in a story.</p> <p>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>.</p>	<p>Teacher Edition:</p> <p>T1: BTC 164; IA 167; LB 165; RT 116, 126, 146, 166</p> <p>T2: CI 220, 292; GC 35, 195; RT 188</p> <p>T3: LB 110</p> <p>T4: IA 168; PR 188</p> <p>T5: CC 33</p> <p>T6: CC 207; GC 194, 195; PR 188; SW 254</p> <p>T7: CC 191, 193; CT 207; GC 194, 195, 206; LB 189; PR 188; RT 188</p> <p>T8: TT 24</p>
<p>K.3.4 Identify favorite books and stories.</p>	<p>Teacher Edition:</p> <p>T1: IW 190, 200; STC 81, 101, 181</p> <p>T2: CI 220, 292; IW 268, 282; R 160</p> <p>T3: IW 268, 282; MW 240; SW 254; R 21</p> <p>T4: IW 268, 282; MW 240; SW 254</p> <p>T5: IW 268, 282; MW 240; OLW 96; SW 254</p> <p>T6: IW 138, 268; OLW 96</p> <p>T7: IW 268; MW 240; SW 254</p> <p>T8: IW 282; OLW 240; SW 254</p>
<p>K.3.5 Understand what is heard or seen by responding to questions (<i>who, what, where</i>).</p>	<p>Teacher Edition:</p> <p>T1: R 26, 66, 76, 86</p> <p>T2: R 33, 35, 37, 63</p> <p>T3: CC 35, 107, 119, 135, 177</p> <p>T4: CC 47, 237; GC 64, 108, 166</p> <p>T5: C 149; CC 21, 33, 135; RT 260</p> <p>T6: AAQ 245, 250; CC 248; RT 246</p> <p>T7: AAQ 245, 248-249, 250-251; LB 252, 253</p> <p>T8: CC 19, 33, 35, 61, 121</p>

STANDARDS	PAGE REFERENCES
<p>Standard 4: WRITING: Processes and Features <i>Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.</i></p> <p>Organization and Focus</p>	
<p>K.4.1 Discuss ideas to include in a story.</p>	<p>Teacher Edition: T1: IW 40, 50, 90, 100; SW 30, 80, 130 T2: IW 66, 138; LB 73; SW 110, 182 T3: IW 52, 66, 138; MW 96, 168; SW 38 T4: IW 124, 138; MW 168; SW 38, 110, 182 T5: IW 52, 66, 124, 138, 210; SW 110 T6: IW 52, 66, 124, 138; MW 24; SW 38, 110 T7: IW 124, 138, 210; SW 38, 110, 182 T8: IW 66, 138, 210, 282; SW 110, 182</p>
<p>K.4.2 Tell a story that the teacher or some other person will write.</p>	<p>Teacher Edition: T1: DW 31; IW 40, 50, 100; SW 80 T2: IW 66, 138, 210, 282; SW 38 T3: IW 66, 210, 282; SW 110, 182 T4: IA 66, 210; IW 138; SW 110, 182 T5: IW 66, 138, 196, 210; SW 110, 182 T6: IW 52, 66, 138, 210, 282; SW 38 T7: IW 124, 138, 210; SW 38, 110, 182 T8: IW 66, 138, 210, 282; SW 110, 182</p>
<p>K.4.3 Write using pictures, letters, and words.</p>	<p>Teacher Edition: T1: DW 31; IW 40, 50, 100; SW 80 T2: IW 138, 282 T3: IW 210, 282 T4: IW 52, 66, 210, 282 T5: IW 66, 124, 138, 210 T6: IW 66, 138, 210, 282 T7: IW 66, 138, 210, 282 T8: IW 66, 138, 210, 282</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p>Teacher Edition: T1: IW 200 T2: IA 66, 138 T3: IW 124, 138, 210; SW 182, 254 T4: IW 66, 138, 210 T5: IW 66, 210, 282 T6: IW 66, 138, 210, 282 T7: IW 66, 138, 282; SW 110, 254 T8: IW 52, 66, 138, 210, 282</p>
<p>K.4.5 Write by moving from left to right and from top to bottom.</p>	<p>Teacher Edition: T1: IW 40 T4: LB 254</p>
Research Process and Technology	
<p>K.4.6 Ask <i>how</i> and <i>why</i> questions about a topic of interest.</p>	<p>Teacher Edition: T2: TCS 72-73 T3: TCS 72-73, 219 T4: TCS 72-73, 216-217; RT 274 T5: C 149; RT 246, 260 T6: RT 232</p>
<p>K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).</p>	<p>Teacher Edition: T2: TCS 144–146, 219 T3: TCS 75, 218–219 T4: TCS 75, 219 T5: TCS 75, 219 T6: TCS 75, 219 T7: C 289; TCS 75, 218–219 T8: C 168; TCS 74–75, 218–219</p>
<p>K.4.8 Organize and classify information into categories of how and why or by color or size.</p>	<p>Teacher Edition: T1: IA 129; LB 15 T2: CW 114; GC 122, 123; ES 115; IA 119, 121 T3: CC 46, 48, 115, 118, 120; LB 51, 93, 122; IA 43, 263 T4: KC 129 T5: CW 42; ES 43; IA 47, 49; LB 51 T6: LB 23, 45, 93, 203 T7: C 43; CC 20; CW 42; IA 47; LB 49 T8: CC 93, 179</p>

STANDARDS	PAGE REFERENCES
<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics) <i>In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience(intended reader).</i></p>	
<p>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.</p>	<p>Teacher Edition: T1: IW 50, 140; MW 70; SW 30, 80 T2: IW 124, 282; SW 38 T3: IW 196, 210; MW 168; SW 182 T4: IW 52, 210 T5: IW 52, 196, 210; MW 24; SW 38, 182 T6: MW 96; SW 38, 110, 182; TT 124 T7: IW 124, 138, 196; MW 96; SW 110 T8: IW 52, 124; SW 38, 182</p>
<p>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.</p>	<p>Teacher Edition: T4: IW 210 T5: MW 24 T6: SW 182 T7: IW 124, 138; MW 96; SW 110</p>
<p>Standard 6: WRITING: English Language Conventions <i>Students begin to learn the written conventions of Standard English.</i></p>	
<p>Handwriting</p>	
<p>K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.</p>	<p>Teacher Edition: T1: IW 90, 140; SW 80 T2: IW 196; SW 182 T3: LW 45, 103, 161, 175, 189 T4: LW 17, 45, 59, 89, 131, 233, 261, 275 T5: LW 17, 45, 59, 89, 131, 233, 261, 275 T6: LW 17, 45, 59, 89, 131, 233, 261, 275 T7: LW 17, 45, 59, 89, 131, 233, 261, 275 T8: LW 17, 45, 59, 89, 131, 233, 261, 275</p>
<p>Spelling</p>	
<p>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>.</p>	<p>Teacher Edition: T3: IW 66, 210; SW 182, 254 T4: IW 66, 138, 210 T5: IW 66, 210, 282 T6: IW 66, 138, 210, 282 T7: IW 66, 138, 282; SW 110, 254 T8: IW 52, 66, 138, 210, 282</p>

STANDARDS	PAGE REFERENCES
<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications <i>Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.</i></p>	
<p>Comprehension</p>	
<p>K.7.1 Understand and follow one- and two-step spoken directions.</p>	<p>Teacher Edition: T1: CM 39, 49 T6: KC 59, 103 T7: ES 182; IA 165; KC 179</p>
<p>Oral Communication</p>	
<p>K.7.2 Share information and ideas, speaking in complete, coherent sentences.</p>	<p>Teacher Edition: T1: PAWU 63 T2: C 124 T3: C 196; TT 182 T4: C 182 T5: BVC 244; C 182; ES 124; G 52, 196 T6: G 52, 196, 268; TT 38 T7: G 196, 268 T8: C 143; G 52; LB 273</p>
<p>Speaking Applications</p>	
<p>K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.</p>	<p>Teacher Edition: T1: C 45; LB 197; OLV 34 T2: G 52, 124; IA 15; LB 249 T3: G 52, 124, 196; UDL 114 T4: ES 110; IA 47; OLV 96; UDL 42 T6: ES 24, 187; IA 38, 191; LB 19, 179 T7: C 187; GC 194, 195; LB 267; UDL 186 T8: LB 233</p>
<p>K.7.4 Recite short poems, rhymes, and songs.</p>	<p>Teacher Edition: T1: F 23, 33, 43, 53, 63, 73, 83, 113, 123; FP 57; KC 45 T2: F 11, 27, 41, 85, 99; FP 78; IA 265 T3: F 85, 99, 113, 127; FP 150 T4: F 11, 27, 41, 55, 85, 99, 113 T5: F 11, 27, 41, 99; FP 78; LB 45, 89, 203 T6: F 11, 27, 41, 55, 85; FP 78 T7: F 11, 27, 41, 55, 85; FP 78; KC 233 T8: F 11, 27, 41, 85; FP 78; LB 107</p>

STANDARDS	PAGE REFERENCES
<p>K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).</p>	<p>Teacher Edition: T3: IW 124, 138; LB 110 T4: OLW 168, 210 T6: CC 49; LB 122, 123; S 138; SE 43, 48, 118; TT 96 T7: ES 182; IA 196; S 66, 210 T8: C 110; CT 52; LB 24; S 66, 138</p>