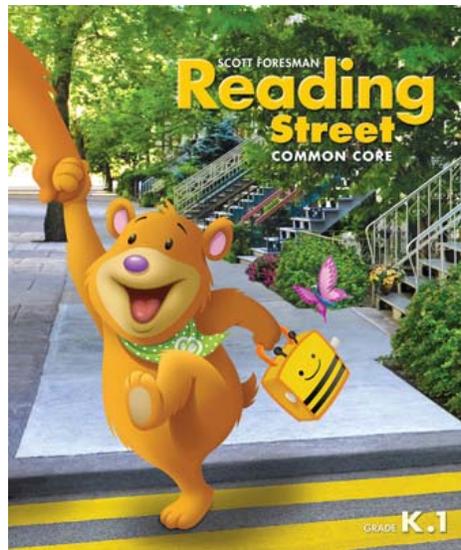


A Correlation of
**Scott Foresman
Reading Street
Common Core
Kindergarten**
©2013



To the
**Indiana Academic Standards
for English Language Arts
Kindergarten**

A Correlation of Scott Foresman Reading Street ©2013, Kindergarten to the Indiana Academic Standards for English Language Arts – Kindergarten

Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013*, meets the *Indiana Academic Standards for English Language Arts*. Correlation references are to the Teacher's Edition and are cited by grade, unit and page. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Reading Street Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street Common Core is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

At the heart of *Reading Street*—and the Common Core State Standards—is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students' higher-order thinking skills. *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

The **Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy** guided the organization of *Reading Street Common Core*. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within *Reading Street Common Core* emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and knowledge for various purposes.

Reading Street Common Core instruction for all learners is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street Common Core* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Reading Street Common Core standards-based assessment program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, and *Unit/End of Year Benchmark Tests* assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within *Reading Street Common Core* echoes the same easy and manageable organization as the print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn

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Standard 1	
READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</i>	
<i>Concepts About Print</i>	
K.1.1 Identify the front cover, back cover, and title page of a book.	K.1: 24, 40, 126, 452, 554 K.2: 140, 442 K.3: 142, 340, 440, 538 K.4: 42, 138, 340, 442 K.5: 42, 246, 346, 450 K.6: 42, 240, 340, 538
K.1.2 Follow words from left to right and from top to bottom on the printed page.	K.1: 24, 42, 126, 144, 240, 346, 554 K.5: 41, 548
K.1.3 Understand that printed materials provide information.	K.1: 196-197, 408-409 K.2: 42-43, 60-71, 85, 140-141, 158-171, 185, 240-241, 258-271, 285, 442-443, 458-473, 487, 596-597 K.3: 42-43, 58-73, 87, 440-441, 456-469, 485, 592-593 K.4: 240-241, 257-271, 285, 296-297, 442-443, 458-469, 483, 598-599 K.5: 140-141, 156-177, 191, 246-247, 262-277, 291, 450-451, 466-479, 493 K.6: 98-99, 240-241, 256-271, 285, 538-539, 556-567, 581
K.1.4 Recognize that sentences in print are made up of separate words.	K.1: 53, 84 K.4: 538 K.6: 442
K.1.5 Distinguish letters from words.	K.1: 56-57, 158-159, 254-255, 360-361, 466-467, 568-569 K.2: 56-57, 154-155, 254-255, 354-355, 456-457, 556-557 K.3: 56-57, 156-157, 256-257, 354-355, 454-455, 552-553 K.4: 56-57, 152-153, 254-255, 354-355, 456-457, 552-553 K.5: 56-57, 154-155, 260-261, 360-361, 464-465, 562-563 K.6: 56-57, 156-157, 254-255, 354-355, 456-457, 552-553

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<p>K.1.6 Recognize and name all capital and lowercase letters of the alphabet.</p>	<p>K.1: 20-21, 36-37, 54-55, 85, 96-97, 122-123, 138-139, 156-157, 181, 192-193, 218-219, 234-235, 252-253, 287, 298-299, 324-325, 340-341, 358-359, 393, 404-405 K.2: 20-21, 36-37, 54-55, 81, 92-93, 118-119, 134-135, 152-153, 181, 192-193, 218-219, 234-235, 252-253, 281, 292-293, 318-319, 334-335, 352-353, 383, 394-395, 420-421, 436-437, 454-455, 483, 494-495, 520-521, 536-537, 554-555, 281, 592-593 K.3: 18-19, 36-37, 54-55, 83, 94-95, 120-121, 136-137, 154-155, 183, 194-195, 220-221, 236-237, 254-255, 281, 292-293, 318-319, 334-335, 352-353, 381, 392-393, 418-419, 434-435, 452-453, 479, 490-491, 516-517, 532-533, 550-551, 577, 588-589 K.4: 20-21, 36-37, 54-55, 79, 90-91, 116-117, 132-133, 150-151, 181, 192-193, 218-219, 234-235, 252-253, 281, 292-293, 318-319, 334-335, 352-353, 383, 394-395, 420-421, 436-437, 453-454, 479, 490-491, 516-517, 532-533, 550-551, 583, 594-595 K.5: 20-21, 36-37, 54-55, 81, 92-93, 118-119, 134-135, 152-153, 187, 198-199, 224-225, 240-241, 258-259, 287, 298-299, 324-325, 340-341, 358-359, 391, 402-403, 428-429, 444-445, 462-463, 489, 500-501, 526-527, 542-543, 444-445, 462-463, 489, 500-501, 526-527, 542-543, 444-445, 462-463, 489, 500-501, 526-527, 542-543, 560-561, 593, 604-605</p>
<i>Phonemic Awareness*</i>	
<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>K.1: 429, 531, 565 K.2: 351, 453, 553 K.3: 53, 153, 219, 253, 351 K.4: 53, 149, 153, 171, 251, 351, 453 K.5: 53, 151, 256-257, 298, 357, 427, 443, 541, 559 K.6: 419, 435, 453, 515, 549, 576, 588</p>

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<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>K.1: 35, 53, 357, 404, 565 K.2: 53, 251, 453, 553 K.3: 53, 135, 292, 333, 351, 451 K.4: 35, 53, 90, 131, 149, 171, 251, 294, 333, 351, 435, 453, 523, 531, 549, 641, 658 K.5: 53, 117, 133, 151, 223, 323, 339, 357, 461 K.6: 53, 153, 549</p>
<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>K.2: 21, 36-37, 54, 94-95, 421, 434-435, 454, 520-521, 536-537, 554, 694-695 K.3: 83, 418-419, 434-435, 452, 492-493 K.4: 79, 420-421, 436-437, 454, 492-493 K.5: 81, 224-225, 240-241, 258, 300-301, 391 K.6: 20-21, 36-37, 54, 96-97, 181, 218-219, 234-235, 252, 294-295, 318-319, 328, 334-335, 352, 383, 396-397, 420-421, 436-437, 454, 475, 479, 491, 516-517</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>K.1: 18-19, 34-35, 52-53, 84-85, 96, 137, 357 K.2: 35, 49, 233, 419, 449 K.3: 433 K.4: 527 K.5: 35, 88, 485 K.6: 431, 475</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>K.1: 154-155, 216-217, 232-233, 298, 322-323, 338-339, 356-357, 392-393, 404, 428-429, 444-445, 462-463, 494, 506, 530-531, 546-547, 564-565, 592, 604 K.2: 18-19, 30, 34-35, 80, 92, 116-117, 132-133, 150-151, 180, 192, 216-217, 232-233, 250, 292, 316-317, 332-333, 350-351, 382, 394, 418-419, 434-435, 482, 494, 518-519, 534-535, 552, 580, 592 K.3: 18-19, 34-35, 52-53, 79, 82, 94, 118-119, 134-135, 152-153, 194, 218-219, 234-235, 252, 280, 292, 316-317, 332-333, 350-351, 389, 392, 416-417, 432-433, 478, 490, 514-515, 530-531, 576, 588</p>

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<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>K.1: 53, 84, 154-155, 216-217, 232-233, 298, 322-323, 338-339, 356-357, 392-393, 404, 428-429, 444-445, 462-463, 494, 506, 530-531, 546-547, 564-565, 592, 604 K.2: 18-19, 30, 34-35, 80, 92, 116-117, 132-133, 150-151, 180, 192, 216-217, 232-233, 250, 292, 316-317, 332-333, 350-351, 382, 394, 418-419, 434-435, 482, 494, 518-519, 534-535, 552, 580, 592 K.3: 18-19, 34-35, 52-53, 79, 82, 94, 118-119, 134-135, 152-153, 194, 218-219, 234-235, 252, 280, 292, 316-317, 332-333, 350-351, 389, 392, 416-417, 432-433, 478, 490, 514-515, 530-531, 576, 588 K.4: 18-19, 34-35, 52-53, 78, 90, 114-115, 130-131, 148-149, 180, 192, 214, 216-217, 232-233, 250-251, 280, 292, 294, 316-317, 322-323, 332-334, 350-351, 382, 394, 418-419, 434-435, 452-453, 478, 490, 514-515, 530-531, 538, 548-549, 582, 594</p>

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K.1.13 Count the number of syllables in words.	K.1: 120-121, 136-137, 151, 180-181, 192, 251, 286-287, 323, 339, 404 K.2: 151, 351, 452, 553 K.3: 253 K.6: 351, 417, 449
* When letters have a slanted line before and after them, such as <i>/f/</i> , <i>/sh/</i> , <i>/b/</i> , this represents the sound the letter makes, not the name of the letter.	
<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.	K.1: 430-431, 446-447, 464, 507, 508-509, 530-531, 548-549, 566-567, 593, 605, 606-607 K.2: 81, 118-119, 134-135, 152-153, 193, 194-195, 218-219, 234-235, 252-253, 281, 293, 294-295, 318-319, 334-335, 352-353, 383, 395, 396-397, 483 K.3: 20-21, 36-37, 54-55, 95, 96-97, 120-121, 136-137, 154-155, 183, 195, 196-197, 220-221, 236-237, 254-255, 281, 318-319, 334-335, 352-353, 381, 393, 394-395, 479 K.4: 20-21, 36-37, 54-55, 91, 92-93, 116-117, 132-133, 150-151, 181, 193, 194-195, 281, 318-319, 334-335, 352-353, 395, 396-397, 479, 583 K.5: 20-21, 36-37, 54-55, 93, 94-95, 118-119, 134-135, 152-153, 187, 199, 200-201, 287, 391, 428-429, 444-445, 462-463, 500-501, 526-527, 542-543, 560-561, 593, 605, 606-607

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K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.	<p>K.1: 23, 24-25, 39, 40-41, 55, 56-57, 97, 125, 126-127, 141, 142-143, 157, 158-159, 193, 221, 222-223, 237, 238-239, 253, 254-255, 299, 327, 328-329, 343, 344-345, 359, 360-361, 405, 433, 434-435, 449, 450-451, 465, 466-467, 507, 535, 536-537, 551, 552-553, 567, 568-569, 605</p> <p>K.2: 23, 24-25, 39, 40-41, 55, 56-57, 93, 121, 122-123, 137, 138-139, 153, 154-155, 193, 221, 222-223, 237, 238-239, 253, 254-255, 293, 321, 322-323, 337, 338-339, 353, 354-355, 395, 422, 423, 424-425, 423-424, 439, 440-441, 455, 456-457, 495, 523, 524-525, 539, 540-541, 555, 556-557, 593</p> <p>K.3: 23, 24-25, 39, 40-41, 55, 56-57, 95, 123, 124-125, 139, 140-141, 155, 156-157, 195, 223, 224-225, 239, 240-241, 255, 256-257, 293, 321, 322-323, 337, 338-339, 353, 354-355, 393, 421, 422-423, 437, 438-439, 453, 454-455, 491, 519, 520-521, 535, 536-537, 551, 552-553, 589</p> <p>K.4: 23, 24-25, 39, 40-41, 55, 56-57, 91, 119, 120-121, 135, 136-137, 151, 152-153, 193, 221, 222-223, 237, 238-239, 253, 254-255, 293, 321, 322-323, 337, 338-339, 353, 354-355, 395, 423, 424-425, 439, 440-441, 455, 456-457, 491, 519, 520-521, 535, 536-537, 551, 552-553, 595</p>

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Continued	<p>Continued</p> <p>K.5: 23, 24-25, 39, 40-41, 55, 56-57, 93, 121, 122-123, 137, 138-139, 153, 154-155, 199, 227, 228-229, 243, 244-245, 259, 260-261, 299, 327, 328-329, 343, 344-345, 359, 360-361, 403, 431, 432-433, 447, 448-449, 463, 464-465, 501, 529, 530-531, 545, 546-547, 561, 562-563, 605</p> <p>K.6: 23, 24-25, 39, 40-41, 55, 56-57, 95, 123, 124-125, 139, 140-141, 155, 156-157, 193, 221, 222-223, 237, 238-239, 253, 254-255, 293, 321, 322-323, 337, 338-339, 353, 354-355, 395, 423, 424-425, 439, 440-441, 455, 456-457, 491, 519, 520-521, 535, 536-537, 551, 552-553, 589</p>
K.1.16 Use self-correcting strategies when reading simple sentences.	<p>K.1: 24-25, 40-41, 56-57, 126-127, 142-143, 158-159, 222-223, 238-239, 254-255, 328-329, 344-345, 360-361, 434-435, 450-451, 466-467, 552-553, 536-537, 568-569</p> <p>K.2: 24-25, 40-41, 56-57, 122-123, 138-139, 154-155, 222-223, 238-239, 254-255, 322-323, 338-339, 354-355, 424-425, 440-441, 456-457, 524-525, 540-541, 556-557</p> <p>K.3: 24-25, 40-41, 56-57, 124-125, 140-141, 156-157, 224-225, 240-241, 256-257, 321, 322-323, 338-339, 354-355, 422-423, 438-439, 454-455, 520-521, 536-537, 552-553</p> <p>K.4: 24-25, 40-41, 56-57, 120-121, 136-137, 152-153, 222-223, 238-239, 254-255, 322-323, 338-339, 354-355, 424-425, 440-441, 456-457, 520-521, 536-537, 552-553</p> <p>K.5: 24-25, 40-41, 56-57, 122-123, 139-140, 154-155, 228-229, 244-245, 260-261, 328-329, 344-345, 360-361, 432-433, 448-449, 464-465, 530-531, 546-547, 562-563</p> <p>K.6: 24-25, 40-41, 56-57, 124-125, 140-141, 156-157, 222-223, 238-239, 254-255, 322-323, 338-339, 354-355, 424-425, 440-441, 456-457, 536-537, 552-553</p>

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K.1.17 Read their own names.	K.1: 28, 31, 81, 90, 104, 130, 133, 147, 186, 200, 278
K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	K.1: 35, 53, 404, 565 K.2: 53, 251, 453, 553 K.3: 53, 135, 292, 333, 351, 451 K.4: 35, 53, 90, 131, 149, 171, 251, 294, 333, 351, 453, 549 K.5: 53, 117, 133, 151, 223, 323, 339, 357, 461 K.6: 53, 153, 549
K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	K.1: 20 K.2: 71 K.4: 177 K.5: 353
<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.	K.1: 330-331, 348-349, 353, 362, 389, 396, 410-411, 415, 538-539, 543, 556-557, 561, 570, 596, 601, 610-611 K.2: 84, 89, 486, 491 K.4: 426-427, 431, 445, 458, 466, 469, 475, 482, 496-497
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.	K.1: 509 K.4: 329 K.5: 31 K.6: 398-399
K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.	K.1: 47, 92, 149, 188, 245, 294, 351, 400, 457, 502, 559, 600 K.2: 47, 88, 145, 188, 245, 288, 345, 390, 447, 490, 547, 588 K.3: 47, 90, 147, 190, 247, 288, 345, 388, 445, 486, 543, 584 K.4: 47, 86, 143, 188, 245, 288, 345, 390, 447, 486, 543, 590 K.5: 47, 88, 145, 194, 251, 294, 351, 398, 455, 496, 553, 600 K.6: 147, 188, 245, 288, 345, 390, 447, 486, 543, 584

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Standard 2	
READING: Comprehension and Analysis of Nonfiction and Informational Text	
<p><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>	
<i>Structural Features of Informational and Technical Materials</i>	
<p>K.2.1 Locate the title and the name of the author of a book.</p>	<p>K.1: 554 K.2: 42, 140, 240, 442 K.3: 440 K.4: 442 K.5: 140, 246, 309, 450 K.6: 240, 538</p>
<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>	
<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 Honey-makers</i> by Gail Gibbons.</p>	<p>K.1: 554, 556 K.2: 42, 44, 140, 142, 240, 242, 442, 444 K.3: 42, 44, 440, 442-443, 456, 458, 460, 462, 465 K.4: 442, 444 K.5: 140, 142, 167, 169, 173, 246, 248, 450, 452 K.6: 240, 242, 258, 541, 554, 558, 559, 560, 563, 565</p>
<p>K.2.3 Generate and respond to questions (<i>who, what, where</i>).</p>	<p>K.1: 556-557, 597 K.2: 44-45, 85, 142-143, 185, 242-243, 285, 444-445, 487 K.3: 44-45, 87, 442-443, 483 K.4: 444-445, 483 K.5: 142-143, 191, 248-249, 291, 452-453, 493 K.6: 242-243, 285, 540-541, 581</p>
<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>K.1: 509 K.4: 329 K.5: 31 K.6: 398-399</p>

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<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>K.2: 62, 64, 185, 445, 462, 466, 468, 473 K.5: 170, 191</p>
Standard 3	
READING: Comprehension and Analysis of Literary Text	
<p><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>	
<i>Analysis of Grade-Level-Appropriate Literary Text</i>	
<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>K.2: 324-325, 329, 340, 343, 356, 379, 386, 391, 400-401, 526-527, 542, 545, 549, 558, 577, 584, 598-599 K.3: 186 K.4: 586, 591 K.5: 26-27, 31, 45, 58-59, 77, 84, 98-99, 102, 103 K.6: 482</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>K.1: 42-43, 58, 144-145, 160, 240-241, 256, 346-347, 362, 452-453, 468 K.2: 340-341, 356, 542-543, 558 K.3: 142-143, 158, 242-243, 258, 340-341, 356, 384-385, 538-539, 554 K.4: 42-43, 58, 138-139, 154, 240-241, 256, 340-341, 356, 538-539, 554 K.5: 42-43, 58, 346-347, 362, 548-549, 564 K.6: 42-43, 58, 142-143, 158, 340-341, 356, 442-443, 458</p>

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<p>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>.</p>	<p>K.1: 26-27, 45, 49, 58, 88, 93, 102-103, 128-129, 147, 160, 184, 198-199, 290, 396, 436-437, 441, 455, 468, 498, 512-513 K.2: 124-125, 184, 198-199, 203 K.3: 126-127, 145, 158, 159, 186, 191, 200-201, 205, 324-325, 343, 347, 356, 384, 389, 398-399, 580, 585 K.4: 184, 189, 324-325, 343, 347, 356, 367, 386, 400-401, 522-523, 541, 545, 554, 579, 586, 600-601 K.5: 84, 330-331, 335, 346, 348, 353, 362, 373, 394, 399, 408-409, 412, 536, 586-587 K.6: 126-127, 131, 145, 158, 184, 198-199, 324-325, 328, 343, 347, 356, 376-377, 386, 391, 400-401, 426-427, 431, 445, 458, 482, 496-497, 526</p>
<p>K.3.4 Identify favorite books and stories.</p>	<p>K.1: 15, 117, 201, 213, 307, 319, 413, 425, 515, 527 K.2: 15, 101, 113, 201, 213, 301, 313, 403, 415, 503, 515, 601 K.3: 15, 103, 115, 203, 215, 301, 313, 401, 413, 499, 511 K.4: 15, 99, 101, 111, 201, 213, 302, 313, 403, 415, 499, 511, 605 K.5: 15, 101, 113, 207, 219, 307, 309, 319, 411, 413 K.6: 15, 103, 115, 201, 213, 301, 313, 403, 415, 430, 472-473, 499, 511</p>
<p>K.3.5 Understand what is heard or seen by responding to questions (<i>who, what, where</i>).</p>	<p>K.1: 44-45, 89, 146-147, 185, 242-243, 291, 348-349, 397, 454-455, 499 K.2: 342-343, 357, 544-545, 559 K.3: 144-145, 187, 244-245, 285, 342-343, 385, 540-541, 581 K.4: 44-45, 83, 140-141, 185, 242-243, 285, 342-343, 387, 540-541, 587 K.5: 44-45, 85, 348-349, 395, 550-551, 597 K.6: 44-45, 87, 144-145, 185, 342-343, 387, 444-445, 483</p>

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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>	
<i>Organization and Focus</i>	
K.4.1 Discuss ideas to include in a story.	K.1: 46, 91, 107, 148, 187, 333, 541 K.2: 287, 327, 344, 389, 429, 529 K.3: 43, 244, 327, 389, 485 K.5: 333, 511 K.6: 89, 146, 344, 389
K.4.2 Tell a story that the teacher or some other person will write.	K.1: 46, 91, 107, 148, 187, 333, 541 K.2: 287, 327, 344, 389, 429, 529 K.3: 43, 244, 327, 389, 485 K.5: 333, 511 K.6: 89, 146, 344, 389
K.4.3 Write using pictures, letters, and words.	K.1: 29, 46, 77, 91, 105, 131, 148, 173, 187, 201, 227, 243, 278, 292, 306, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515, 541, 558, 585, 599, 613 K.2: 29, 46, 73, 87, 101, 127, 144, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 475, 489, 503, 529, 546, 573, 587, 601 K.3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 485, 499, 525, 542, 569, 583, 597 K.4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 575, 589, 603 K.5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 249, 279, 293, 307, 333, 350, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 599, 613 K.6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 569, 583, 597

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<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>K.1: 459 K.2: 89, 203, 289 K.3: 429, 475, 487 K.4: 75, 145, 347, 449, 475, 579 K.5: 77, 147, 253, 353, 457, 555 K.6: 131, 277, 379, 599</p>
<p>K.4.5 Write by moving from left to right and from top to bottom.</p>	<p>K.1: 131, 187, 201, 227, 244, 279, 293, 307, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515 K.2: 29, 46, 73, 87, 101, 127, 144, 173, 187, 201, 227, 244, 273, 287, 327, 344, 375, 389, 403, 429, 446, 475, 489, 503 K.3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 485, 499 K.4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499 K.5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 250, 279, 293, 307, 333, 350, 383, 397, 411, 437, 454, 481 K.6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499</p>
<i>Research Process and Technology</i>	
<p>K.4.6 Ask <i>how</i> and <i>why</i> questions about a topic of interest.</p>	<p>K.1: 335 K.2: 49, 147, 247, 289, 531 K.3: 31, 49, 91, 231, 249, 277, 447, 475, 487 K.4: 247, 303, 391, 487, 579 K.5: 195, 615 K.6: 105, 177, 277, 303, 525, 599</p>

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K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).	K.1: 203, 247, 335, 543 K.2: 229, 247, 289, 329, 479, 531 K.3: 31, 49, 91, 149, 231, 249, 277, 429, 447, 475, 573 K.4: 247, 303, 391, 487, 579 K.5: 615 K.6: 105, 177, 277, 303, 329, 599
K.4.8 Organize and classify information into categories of how and why or by color or size.	K.1: 203, 247, 543 K.2: 229, 247, 289, 329, 479, 531 K.3: 31, 49, 91, 149, 231, 277, 429, 447, 475, 573 K.4: 247, 303, 391, 487, 579 K.5: 195, 413, 615 K.6: 177, 277, 303, 329, 599
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>	
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.	K.1: 29, 46, 77, 91, 105, 131, 148, 173, 187, 201, 227, 243, 278, 292, 306, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515, 541, 558, 585, 599, 613 K.2: 29, 46, 73, 87, 101, 127, 144, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 475, 489, 503, 529, 546, 573, 587, 601 K.3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 485, 499, 525, 542, 569, 583, 597 K.4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 575, 589, 603 K.5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 249, 279, 293, 307, 333, 350, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 599, 613 K.6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 569, 583, 597

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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.	K.1: 173, 385, 613 K.2: 273, 601 K.3: 175, 273 K.4: 71, 471, 603 K.5: 383, 481, 613
Standard 6	
WRITING: English Language Conventions	
<i>Students begin to learn the written conventions of Standard English.</i>	
<i>Handwriting</i>	
K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	K.1: 131, 187, 201, 227, 244, 279, 293, 307, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515 K.2: 29, 46, 73, 87, 101, 127, 144, 173, 187, 201, 227, 244, 273, 287, 327, 344, 375, 389, 403, 429, 446, 475, 489, 503 K.3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 485, 499 K.4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499 K.5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 250, 279, 293, 307, 333, 350, 383, 397, 411, 437, 454, 481 K.6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499
<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> .	K.1: 496, 594 K.2: 82, 182, 282, 384, 484, 582 K.3: 84, 184, 282, 382, 480, 578 K.4: 80, 182, 282, 384, 480, 584 K.5: 82, 188, 288, 392, 490, 594 K.6: 84, 182, 189, 282, 384, 480, 578

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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>	
<i>Comprehension</i>	
K.7.1 Understand and follow one- and two-step spoken directions.	K.1: 30, 78-79 K.2: 128, 174-175 K.4: 30, 72-73
<i>Oral Communication</i>	
K.7.2 Share information and ideas, speaking in complete, coherent sentences.	K.1: 334, 386-387, 440, 488-489 K.3: 328, 374-375, 428, 472-473, 526, 570-571 K.5: 30, 74, 234, 280
<i>Speaking Applications</i>	
K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.	K.1: 149, 188, 189, 245, 294, 334, 351, 386-387, 400, 457, 502 K.2: 31, 47, 88, 177, 391, 430, 476, 505 K.3: 47, 79, 90, 247, 288, 345, 388, 543, 584 K.4: 31, 143, 188, 245, 273, 288 K.5: 145, 194, 438, 439, 482 K.6: 91, 147, 188, 345, 390, 447, 486
K.7.4 Recite short poems, rhymes, and songs.	K.3: 230, 274-275 K.6: 30, 31, 76-77

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<p>K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).</p>	<p>K.1: 42-43, 58, 144-145, 160, 240-241, 256, 346-347, 362, 452-453, 468, 570 K.2: 42-43, 58, 140-141, 156, 240-241, 256, 340-341, 356, 391, 431, 442-443, 447, 458, 490, 542-543, 558 K.3: 42-43, 58, 130, 142-143, 158, 176, 242-243, 258, 340-341, 356, 384-385, 440-441, 456, 538-539, 554 K.4: 42-43, 47, 49, 58, 75, 86, 138-139, 154, 240-241, 247, 256, 289, 340-341, 356, 442-443, 458, 538-539, 554 K.5: 42-43, 58, 140-141, 156, 246-247, 262, 334, 346-347, 362, 384, 450-451, 466, 511, 548-549, 564 K.6: 42-43, 58, 79, 142-143, 158, 240-241, 256, 340-341, 347, 356, 391, 405, 442-443, 458, 538-539, 554</p>