

PUBLISHER:	Houghton Mifflin Harcourt	
SUBJECT:	English Language Arts	SPECIFIC GRADE: Kindergarten
COURSE:	4000- English Language Arts K	TITLE: Journeys Common Core
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SE ISBN:	9780547913636	TE ISBN: 9780547972985

NON-NEGOTIABLE (Generic) EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Kindergarten

Yes	No	CRITERIA	NOTES
Equity, Accessibility and Format			
X		1. INTER-ETHNIC The instructional materials meet the inter-ethnic requirements – concepts, content and illustrations – as set by West Virginia Board of Education Policy (Adopted December 1970).	HMH <i>Journeys Common Core</i> meets the interethnic requirements of concepts, content and illustrations as set by West Virginia Board of Education Policy. Each <i>Journeys Common Core</i> student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Instruction in the Teacher’s Edition includes information about the cultural significance of various texts and guides teachers to discuss appropriate cultural issues.
X		2. EQUAL OPPORTUNITY The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other	HMH <i>Journeys Common Core</i> provides a full range of literature and illustrations across print and digital assets that depict the full range of concept, contributions, heritage, roles contributions, experiences and achievements of males and females in American and other cultures as set by the West Virginia Board of Education Policy. HM H committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. Turning pages through the program will show the range of representation across

		cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).	children and adults at play, at work and within a home environment. Selections feature alter-abled children and adults including: Friends At School (K), Helping Paws (2), Safety at Home (2), Technology Wins the Game (3), The Right Dog for the Job (4), and more. These selections allow readers to see inclusive classroom and real-world situations and individuals positively meeting the challenges of Down Syndrome, wheelchair use, blindness, hearing loss, ADHD, cerebral palsy, and more. Images within the instructional work of the program display a wide range of children at work providing positive role models for student learners.
X		<p>3. FORMAT</p> <p>This resource is available as an option for adoption in an interactive electronic format.</p>	<p>HMH <i>Journeys Common Core</i> is fully available as an option in an interactive format. The program has been developed in HTML-5 to allow students and teachers to use a full range of digital devices for learning and instructional purposes. Rich digital resources include all Online Student Resources (available to both students and teachers) and the <i>Journeys Common Core</i> digital Teacher Gateway allowing customized instruction with online planning, activities and lessons, assessments, CCSS resources, and mobile resources via the Houghton Mifflin Harcourt Download Center.</p>
Text Selection			
Complexity of Texts: The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will include a demonstrable staircase of text complexity as materials progress across grade bands.			
X		<p>4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.</p>	<p>Texts have been carefully chosen to meet complexity requirements. The special Text Complexity Rubric found in the Teacher Edition for each selection alerts and guides the teacher through specific information on Quantitative Measures and Qualitative Measures. A Text Complexity Rubric in the TE summarizes the qualitative and quantitative determinations for each Read Aloud Book and Big Book at Kindergarten. At point-of-use in the Teacher Edition at the selection level is the Reader and Task Considerations feature which provides teachers with information on ways to Motivate, Access Knowledge and Experiences, Increase Scaffolding, and Foster Independence.</p>

			<table border="1"> <thead> <tr> <th colspan="2">Overall Text Complexity</th> <th>Amelia's Show-and-Tell Fiesta REALISTIC FICTION COMPLEX</th> <th>Mice Squeak, We Speak REALISTIC FICTION ACCESSIBLE</th> <th>The Fort Worth Zoo INFORMATIONAL TEXT ACCESSIBLE</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Quantitative Measures</td> <td>Lexile</td> <td>Teacher Read Aloud</td> <td>Teacher Read Aloud</td> <td>Teacher Read Aloud</td> </tr> <tr> <td>Guided Reading Level</td> <td>Teacher Read Aloud</td> <td>Teacher Read Aloud</td> <td>Teacher Read Aloud</td> </tr> <tr> <td rowspan="4">Qualitative Measures</td> <td>Text Structure</td> <td>No major shifts in chronology; occasional use of flashback</td> <td>Few shifts in point of view</td> <td>Simple science concepts</td> </tr> <tr> <td>Language Conventinality and Clarity</td> <td>Some unfamiliar or academic words</td> <td>Clear, direct language</td> <td>Clear, direct language</td> </tr> <tr> <td>Knowledge Demands</td> <td>Cultural and literary knowledge useful</td> <td>Simple theme</td> <td>Some specialized knowledge required</td> </tr> <tr> <td>Purpose/Levels of Meaning</td> <td>Single level of complex meaning</td> <td>Single theme</td> <td>Single purpose</td> </tr> </tbody> </table>	Overall Text Complexity		Amelia's Show-and-Tell Fiesta REALISTIC FICTION COMPLEX	Mice Squeak, We Speak REALISTIC FICTION ACCESSIBLE	The Fort Worth Zoo INFORMATIONAL TEXT ACCESSIBLE	Quantitative Measures	Lexile	Teacher Read Aloud	Teacher Read Aloud	Teacher Read Aloud	Guided Reading Level	Teacher Read Aloud	Teacher Read Aloud	Teacher Read Aloud	Qualitative Measures	Text Structure	No major shifts in chronology; occasional use of flashback	Few shifts in point of view	Simple science concepts	Language Conventinality and Clarity	Some unfamiliar or academic words	Clear, direct language	Clear, direct language	Knowledge Demands	Cultural and literary knowledge useful	Simple theme	Some specialized knowledge required	Purpose/Levels of Meaning	Single level of complex meaning	Single theme	Single purpose
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X		<p>5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.</p>	<p>Within the Kindergarten program, <i>Journeys Common Core</i> provides “anchor text” through the program Big Books that provide challenging text reading experiences and strong close reading opportunities. Built into the Teacher Edition is guidance for bringing close reading and text analysis instruction to students. Multiple readings (First Read/ Second Read) and repeated readings allow teachers to use text for varied purposes</p> <div style="text-align: center;"> <table border="1"> <thead> <tr> <th>Think Through the Text FIRST READ</th> <th>Dig Deeper SECOND READ</th> </tr> </thead> <tbody> <tr> <td> Develop comprehension through: <ul style="list-style-type: none"> • Guided Questioning • Target Strategy: Analyze/Evaluate </td> <td> Support analyzing sections of text: <ul style="list-style-type: none"> • Target Skills: Understanding Characters • Author's Word Choice </td> </tr> </tbody> </table> </div>	Think Through the Text FIRST READ	Dig Deeper SECOND READ	Develop comprehension through: <ul style="list-style-type: none"> • Guided Questioning • Target Strategy: Analyze/Evaluate 	Support analyzing sections of text: <ul style="list-style-type: none"> • Target Skills: Understanding Characters • Author's Word Choice 																											
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X		<p>6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-</p>	<p>HMH <i>Journeys Common Core</i> provides many opportunities to encounter and comprehend grade-level texts and beyond. Specifically within the Kindergarten program, these include Read Aloud texts shared by teachers, Big Book selections, Vocabulary Readers, Leveled Readers, Decodable texts, text within the Interactive Instructional Flip Charts, and more. All materials can be viewed online</p>																															

		level texts and beyond.	providing another avenue for opportunities to encounter text at grade level and beyond. The HMH Leveled Readers App allows students to download these reading pieces to any mobile device for anywhere/anytime text access.
<p>Range of Text: Instructional materials must reflect the distribution of text types and genres required by the standards.</p>			
X		7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6- 12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.	<p>HMH <i>Journeys Common Core</i> across K-5 provides a strong balance of informational text reading experience. At the Kindergarten level the reviewer will find a 50% literature/50% informational text balance. Teacher Read Aloud books that are shared on a weekly basis are balanced for genre. At the Kindergarten level, each Big Book provides TWO reading selections, which often are literature/informational text paired pieces. Across Leveled Readers, decodable text and more, Kindergarten students will have full experience working with well-chosen informational text, as well as high quality literature selections.</p> <p>Instructional time is equally distributed between literary and informational text, ensuring that all ten Reading Standards for Literature and all ten Reading Standards for Informational Text are covered at each grade with the depth and rigor required by the Common Core State Standards. In addition, the collections of texts in <i>Journeys Common Core</i> are organized around content-area Domains, such as Life Science, The Arts, or Civics. HMH <i>Journeys Common Core</i> helps Kindergarten students to become confident and competent readers of informational text, and instructional time is devoted to assuring that West Virginia students have a strong foundation in both literature and informational text reading experiences.</p>
X		8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.	<p><i>Journeys Common Core</i> is built on a deeply considered scope and sequence for comprehensive focus on CCSS skills and strategies. Texts revolve around unit themes that build understanding and connections for students through the unit through carefully crafted lessons of reading, writing, speaking and listening. The Teacher Read Aloud for each lesson is a rich textual foundation for the reading sequence and helps to set the stage for the Big Book encounter. Each Anchor Text is accompanied by a companion-connected text that promotes application of skills across all ELA areas. Anchor Texts have been thoughtfully chosen to meet Text Complexity requirements, to be texts that are worth reading for the grade level, and are texts that are worthy of Close Reading instruction and practice.</p>
X		9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.	<p>At the Kindergarten level, HMH <i>Journeys Common Core</i> provides Leveled Readers, vocabulary readers, and decodable text that allow students to develop habits of independent reading and to build reading stamina. The program, through its digital format, provides an alternative way for students to access reading with an anywhere/anytime approach through device-friendly reading opportunities and</p>

			appealing Apps downloadable to tablets and more.
<p>Quality of Texts: High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.</p>			
X		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	HMH <i>Journeys Common Core</i> provides Kindergarten students and teachers with writing by a wide variety of acclaimed authors, exposure to award-winning illustrators, and writers for text across content areas and domains. Students will have access to poetry, realistic fiction, historical fiction, science, social studies, and arts based selections. Each <i>Journeys Common Core</i> student text has been carefully selected by subject-matter experts for its value when being closely read and reread; its high quality; its contribution to a balance of nonfiction and fiction and a diverse representation of genres and voices; its level of appeal to young readers; its alignment to qualitative and quantitative measurements; and its contributions to the development of students’ knowledge base. West Virginia teachers will recognize many of the authors and illustrators that have contributed to the <i>Journeys Common Core</i> program.
X		11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.	<p>Cross-curricular selections, which appear at every grade, build the knowledge base of students while preparing them to meet the demands of increasingly complex content-area reading. The inclusion of Text Exemplars throughout the program is another indicator that student texts in <i>Journeys Common Core</i> are appropriately rigorous.</p> <p>A review of the Table of Contents for the Kindergarten program will show the wide range of topics that are presented through the year covering topics such as transportation, construction/building, animal life, physical science, and social studies topics. Every Big Book of the program includes two selections, one of which is always an informational text piece. Through the Teacher Read Aloud, the Big Book anchor text and the connected companion text, Kindergarten students come to topics in a three prong approach within a lesson, and reviewers will find that additional weekly lessons connect to previous topics thus enriching and extending the learning experience.</p>
<p>Text-Dependent and Text-Specific Questions: Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.</p>			
X		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In <i>Journeys Common Core</i> , students are consistently guided to ask and answer questions based on the texts they read. In every lesson, students answer “ Think Through the Text ” questions posed by the teacher about the Read Aloud Book and the Big Book selections in Kindergarten. Carefully sequenced to cultivate students’ ability to answer, the “ Think Through the Text ” questions guide students toward deeper analysis in “ A Closer Look. ” Lessons in which the Target Strategy is Question focus on developing students’ ability

			to ask questions about complex texts. The Target Strategy is introduced briefly before reading the Big Book Anchor Text ; the teacher uses a Think Aloud to model asking a question during reading; students practice asking their own questions as they read; and students apply the Target Strategy to support their comprehension of Leveled Readers in small groups. On every Your Turn page in the Kindergarten Student Book, students are guided to ask and answer questions about the Big Book (K) through collaborative discussions. The sequence of questions and tasks in <i>Journeys Common Core</i> provides students with opportunities for close readings, analysis, and comparison of complex texts.
X		13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.	Vocabulary instruction is strength of the HMH <i>Journeys Common Core</i> program. <i>Journeys Common Core</i> provides direct instruction in general academic vocabulary (Tier 2 words) with repeated exposure and application throughout each lesson in multiple contexts and across all language domains. In Kindergarten, the lesson’s Oral Vocabulary is introduced through the Read Aloud Book using child-friendly explanations. Additional Selection Vocabulary necessary to comprehend the Big Book is introduced prior to reading. Daily Vocabulary Boost activities during Opening Routines prompt students to use the vocabulary in new and varied contexts. During the Enrich Vocabulary instruction, students expand their vocabulary with Related Words , develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and written responses. Students encounter the Target Vocabulary and high frequency words in new contexts—the informational Vocabulary Reader and the Leveled Readers . Words to Know cards provide an alternative format for continuing word work. In addition, domain-specific vocabulary (Tier 3 words) that connect to the Lesson Topic are introduced on the Extend the Topic spread, while academic terms used during instruction are clearly defined for students at point of use. As specified in the Reading Foundational Skills , rigor in the development of word knowledge—phonic, orthographic, vocabulary—is strongly reflected in Journeys Common Core. In both the scope and sequence of phonic, orthographic, and morphological features as well as in the depth and breadth of instruction, the word study component in Journeys Common Core is rigorous. In addition to the core program, the Word Study Teacher’s Guide by Dr. Shane Templeton provides additional robust, intensive instruction in phonics, spelling, and vocabulary.
<p>Scaffolding and Supports: The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.</p>			
X		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities	<i>Journeys Common Core</i> places the reading of complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1 with the Teacher Read Aloud trade book. Pre-reading activities are short and focused on text-based skills and information,

		should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	such as introducing Target Vocabulary and topical background information necessary for deep understanding, without distracting from or revealing any of the text to be read. Students are not delayed in moving directly into text but rather are presented with text quickly and coherently to ensure success in close reading skills and powerful reading strategies. At Kindergarten, students are surrounded by literacy experiences and reading experiences in an efficient and effective manner.
X		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	<p>Comprehension tasks in <i>Journeys Common Core</i> are intentionally designed to activate students’ higher-order thinking skills. The Develop Comprehension questions in the Teacher Editions are rigorous and text-dependent, requiring students to demonstrate that they not only can follow details that are explicitly stated in a selection but also are able to make valid claims that align with textual evidence. Examples of higher-order questions include Analyze Supporting Details, Infer Character Motives, and Analyze Story Structure. In the Deepen Comprehension and Dig Deeper skill lessons that follow the reading of Big Book selections, students reflect on texts for the purposes of acquiring new information and ideas, extending or refining their comprehension, consolidating their skills and strategies, and analyzing an author’s craft. Scaffolded discussions around higher-order questions that require high-quality, evidence-based answers ensure that students delve deep into and linger over texts.</p> <p><i>In Journeys Common Core</i>, reading strategies are introduced and applied within the context of reading; they support students in building knowledge and drawing insight from a specific text. For evidence of how reading strategies work in service of comprehension, see the following features in any TE lesson:</p> <ul style="list-style-type: none"> • The Target Strategy is introduced briefly in the Big Book (K). • The teacher uses a Think Aloud to model using the Target Strategy during reading of the Read Aloud Book (K) and the Big Book (K). • Students practice the Target Strategy as they read the Read Aloud Book and Big Book. <p>Students apply the Target Strategy to support their comprehension of Leveled Readers in small groups.</p>
X		16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.	The questions and tasks in <i>Journeys Common Core</i> are designed to engage students so that they gain greater insight and deeper understanding. This direct work with text analysis and other text activity engagement draws student attention to text particulars, and this guided study is the major duration of instructional time. During-reading questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep analysis. A guided First Read /“Think Through the Text” , A Closer Look /Dig Deeper return to text involvement, and facilitated “Second Read/”Text Analysis” through the Dig Deeper focus lesson provides a strong sequential path through text exposure, analysis, and text evidence citation. After-reading activities like Your Turn page in the Student Edition, students are guided to ask and answer questions about the Big Book (K) through

			collaborative discussions and lead students back into the text to generate responses: in how to analyze a text; in synthesizing ideas from the text through collaborative conversations and responsive writing; and prompting students to compare and contrast the Big Book Anchor Text and paired selection as well as integrate textual ideas with their own experiences and knowledge of the world.
X		17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.	Through the <i>Journeys Common Core</i> program, Kindergarten students are prompted to engage in the use of academic language through teacher-led guided text analysis within the Teacher Read Aloud book, Big Books , and related text materials, through collaborative discussion, through the use of the Interactive Instructional Flip Charts , and through tasks such as writing and other evidence of learning. There is a strong oral/ aural environment in the Journeys Common Core Classroom that promotes the use to academic language, academic vocabulary development and usage, and oral language development to build listening, speaking, writing, and reading skills.
X		18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.	<p><i>Journeys Common Core</i> assessments measure progress on the full range of the Common Core State Standards.</p> <p>Daily Assessment opportunities in the TE support teachers’ diagnoses of students’ understanding and application of lesson objectives with IF/THEN statements that lead to re-teaching, reinforcement, or extension activities. At the end of each whole group lesson, a Progress Monitoring spread helps teachers interpret student scores for each skill strand.</p> <p>Prescriptions include Tier I Re-teaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands.</p> <p>Running Records assess individual student progress in fluent reading. Available for each Leveled Reader in Journeys Common Core, the Running Records allow teachers to record a student’s key reading behaviors and understanding, such as self- correcting errors, demonstrating awareness of phrasing, and reading dialogue with expression. Through this monitoring and personal approach to reading growth with supportive scaffolded instruction,, students are better able to improve their own reading skills, to better understand what proficient reading looks like and sounds like, and in turn to improve their independent reading skills and strategies.</p> <p>The Emerging Literacy Test, individually administered, provides diagnosis and monitoring of key Foundation Skills.</p> <p>Weekly Tests assess Common Core Standards taught in each lesson.</p> <p>Benchmark and Unit Tests assure West Virginia Kindergarten teachers that students are making</p>

			<p>appropriate progress.</p> <p>A gradual release model of instruction is found in both whole and small group settings. For example, see the I Do It, We Do It, You Do It structure in any of the lessons behind the Small Group tabs in the TE.</p>												
X		<p>19. Instructional materials must provide both re-teaching and additional student learning opportunities.</p>	<p><i>Journeys Common Core</i> presents deep re-teaching support and specific resources to meet the needs of students in the Kindergarten classroom. Prescriptions include Tier I Re-teaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands. In addition, rubrics for Retelling Narratives, Summarizing Nonfiction, Giving Presentations, and Writing are included in the Resources section at the end of each TE. Fluency scoring rubrics, Observational Checklists, and Periodic Assessments are found in the Assessment booklet of each grade’s Grab-and-Go™ Resources. These help to point the way to needed skill review and reinforcement. The Grab-and-Go Kit provides additional leveled practice for key skills. The Skills Trace that is found in the Teacher Edition at appropriate instructional points provides small group or individual learning opportunities.</p> <div data-bbox="1094 756 1692 1105" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Letters Tt, The /t/ Sound</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Introduce</td> <td style="text-align: center;">pp. T118–T119</td> </tr> <tr> <td style="text-align: center;">Differentiate</td> <td style="text-align: center;">p. T172</td> </tr> <tr> <td style="text-align: center;">Reteach</td> <td style="text-align: center;">p. T187</td> </tr> <tr> <td style="text-align: center;">Review</td> <td style="text-align: center;">pp. T126–T127, T142–T143, T400–T401</td> </tr> <tr> <td style="text-align: center;">Assess</td> <td style="text-align: center;">Benchmark and Unit Tests, Unit 2</td> </tr> </tbody> </table> </div> <p>Teachers are provided with direct and immediate access to Differentiation opportunities for specific skills, as well as Reteach opportunities that are different in scope and style from the initial core instruction. Below Level leveled readers provide the teacher with additional re-teaching and additional student learning opportunities since these are directly connected to the core lesson for vocabulary, skills and strategies. The 8 page lesson plan for each Leveled Reader title gives teachers immediate intervention support.</p> <p>Kindergarten teachers also have a specific component entitled Journeys Teaching Resources which is specifically focused on providing Tier II support through high frequency words, letter names/phonics, phonemic awareness, and comprehension skills.</p>	Letters Tt, The /t/ Sound		Introduce	pp. T118–T119	Differentiate	p. T172	Reteach	p. T187	Review	pp. T126–T127, T142–T143, T400–T401	Assess	Benchmark and Unit Tests, Unit 2
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			<p>Teachers can also use the many digital assets to support review and re-teach opportunities including Interactive White Board lessons, connected skill practice through Destination Reading experiences, and more. ELL students are deeply supported through Background Videos, ELL Language Support Cards, ELL Leveled Readers, and specific ELL instructional strategies. Interactive Whiteboard lessons are appropriate for re-teaching to a wide variety of students who need additional support and re-teaching.</p>
<p>Foundational Skills applicable for grades K-2 only</p> <p>ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED:</p> <p>Instructional materials provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, vocabulary development, and reading fluency.</p> <p>Instructional materials provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.</p> <p>Instructional materials include student reading materials allowing for systematic, regular and frequent practice of foundational skills as they are introduced. Foundational skills should not be taught in isolation.</p>			
<p>X</p>		<p>20. Instructional materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, vocabulary development, word awareness, and reading fluency in a logical and transparent progression. Foundational skills are to be integrated, not taught in isolation.</p>	<p><i>Journeys Common Core</i> provides explicit and systematic instruction, diagnostic support, and distributed practice for the full range of foundational skills in the Reading Standards: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. The instructional model in the TE lessons—Teach/Model, Guided Practice, Apply—ensures direct, consistent delivery of instruction to students and immediate guided and independent practice for each sub-strand of the Foundational Skills. Interactive Whiteboard Lessons for each phonics skill support instruction and engage students in interactive application. Destination Reading activities in phonics and phonological awareness provide game-like practice and responsive feedback. Daily Assessment opportunities in the TE support teachers’ diagnoses of students’ understanding and application of foundational skills with either IF/THEN statements that lead to re-teaching, reinforcement, or extension activities or Corrective Feedback that provides step-by-step teacher scripting for precise correction of an error. Formal diagnostic assessments include the Emerging Literacy Survey (Grades K–1).</p> <p>A clear developmental sequence for each foundational skill includes distributed practice, in which students return to previously learned skills throughout the year to reinforce learning and then extend application to new and varied texts. In <i>Journeys Common Core</i>, the goal of systematic development and practice of skills ensures proficiency with skills and strategies.</p> <p>Kindergarten <i>Journeys Common Core</i> lays a strong foundation in letter name recognition and letter-sound correspondence using Big Books, Alphafriend Cards, and the Instructional Flip Charts. The program recommends teaching the letter names in order, A through Z, while supporting the recitation of</p>

		<p>the whole alphabet through songs and chants. This careful, controlled introduction or review of individual letter names gives all children a solid familiarity with letters before encountering letter-sound associations and decodable words. The program recommends teaching the following letter-sound associations first: /m/m, /s/s, short a, /t/t, /k/c, and /p/p. These predictable, high-utility elements are found in some of the most common English phonograms, making a number of familiar words decodable early in the year. Lower utility elements, such as /v/v and /z/z, are taught late in the year. <i>Journeys Common Core</i> gives children multiple opportunities to solidify all new associations between letters and sounds before they encounter decodable text.</p> <p>Foundational skills are to equip students to comprehend rich, complex text. The program ensures that each sub-strand of the foundational skills focuses on the development of proficient, independent readers by intentionally sequencing each skill to support reading comprehension.</p>
X	<p>21. Student reading materials must integrate and follow the sequence of foundational skills instruction while providing opportunities for every student to become proficient in each of the foundational skills.</p>	<p><i>Journeys Common Core</i> provides explicit and systematic instruction, diagnostic support, and distributed practice for the full range of foundational skills in the Reading Standards: Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency, and vocabulary. The program Scope and Sequence illuminates the progression of skills. A review of the full Teacher Lesson Plan through the Weekly Planner and 5 Day approach clearly shows the integration of skill instruction through each day.</p> <p>Through the program Explicit instruction and step-by-step modeling are in evidence. The instructional model in the Teacher Edition (TE) lessons—Teach/Model, Guided Practice, and Apply—ensures direct, consistent delivery of instruction to students and immediate guided and independent practice for each sub-strand of the Foundational Skills. Tiered instruction allows a range of students, including struggling and advanced students to grow in reading and language proficiency. Small group differentiated instruction allows personalized attention for development of all Foundational Reading aspects, and assessments aligned to instructional objectives permit teachers to monitor progress and adjust their instruction for learning achievement. The Skills Trace that is found in the Teacher Edition at appropriate instructional points provides small group or individual learning opportunities. Teachers are provided with direct and immediate access to Differentiation opportunities for specific skills, as well as Reteach opportunities that are different in scope and style from the initial core instruction. The program ensures that each sub-strand of the foundational skills focuses on the development of proficient, independent readers by intentionally sequencing each skill to support text analysis/ reading comprehension, oral language development and early writing instruction.</p>
X	<p>22. Reading materials are designed for daily opportunities for students to practice reading fluency with</p>	<p>Fluency is a particular focus of the <i>Journeys Common Core</i> materials. Each TE lesson features a target fluency skill noted on the Focus Wall feature, that is modeled by the teacher during the Teacher Read Aloud on Day 1; applied by students as they read emergent and decodable texts and grade-level</p>

		appropriate texts of a wide variety of topics, genres, and grade-level complexity.	complex text in the Kindergarten Student Books and the Kindergarten Leveled Readers ; and the focus of extended whole-group and small-group instruction on Day 3. Students are returned multiple times to work on fluency skills through the weekly lesson. Additional fluency application is provided through the Comprehension and Fluency Literacy Centers available for each Lesson.
X		23. Instructional materials provide consistent practice in encoding (spelling) the sound symbol relationships of English.	<i>Journeys Common Core</i> provides daily instruction in encoding (spelling) through the carefully crafted lesson plan. Sound/Spelling cards and the Alphafriends Cards Kit provide important sound-letter associations to build strong phonics skills. Sound/Spelling Cards include long vowels as per CCSS requirements. Additional spelling activities can be found in the Word Study Guide of the Literacy and Language Guide.
X		24. Instructional materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	Appropriate lessons are provided at the Kindergarten level as students work with pronunciation, spelling/sound patterns, and decoding grade-level words. The lesson plans provides phonemic awareness activities, Daily Vocabulary Boost activities, Interactive Instructional Flip Chart word study learning activities and more. Spelling is a daily activity. The Kindergarten Student Editions contain 64 Decodable Readers to support word study. High Frequency Cards, Words to Know cards, Interactive White Board Lessons , and numerous activities support deep and comprehensive word study. The Literacy and Language Guide provides, through vocabulary expert Dr. Shane Templeton, numerous activities for students to have hands-on practice with word analysis, syllabication, sound/spelling patterns and more. These activities include letter sorts, sound sorts, pattern sorts, syllable sorts, word hunts, and other graphic organizer activities.
X		25. Instructional materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.	<i>Journeys Common Core</i> places the focus of reading complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1 and in Kindergarten this happens on Day 1 through the Teacher Read Aloud of a beautiful and engaging trade book that sets the stage for the Big Book text selections topic. Significant pre-reading activities prepare students to successfully read and cultivate an interest in the text and they work with new vocabulary, make print-to-meaning connections, and put newly learned Foundational Skills into application. Pre-reading activities are intensely focused on text-based skills and information, such as introducing Target Vocabulary and topical background information necessary for deep understanding, without distracting from or revealing any of the text to be read. The questions and tasks in <i>Journeys Common Core</i> are designed to engage students so that they gain greater insight and deeper understanding, but to also share the joy of the text. This direct work with text analysis and other text activity engagement draws student attention to text particulars, and this guided study is the major duration of instructional time. During-reading questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into

			deep analysis.
X		26. Instructional materials provide diagnostic tools for educators to routinely monitor student progress on every aspect of the foundational skills.	<p>Daily Assessment opportunities in the TE support teachers’ diagnoses of students’ understanding and application of foundational skills with either IF/THEN statements that lead to re-teaching, reinforcement, or extension activities or Corrective Feedback that provides step-by-step teacher scripting for precise correction of an error. Formal assessments that measure progress in the foundations of reading include:</p> <p>Emerging Literacy Survey (Grades K–1), which assesses quickly and efficiently several areas that are highly related to success in beginning reading: phonemic awareness, ranging from recognizing rhymes to blending and segmenting phonemes; concepts of print; beginning reading and writing skills, such as word recognition and sentence dictation; and the ability to read passages accurately and with comprehension. The Survey enables teachers to obtain baseline data, chart progress, identify areas of strengths and needs, identify children needing early intervention, and evaluate program effectiveness. The Survey is designed to be administered to one child at a time.</p> <p>Benchmark and Unit Tests (Grades K–2), which provide a streamlined, coherent assessment system that measures student mastery of key skills taught during a unit as well as retention and cumulative application of skills at mid-year and end-of-year. The group-administered, criterion-referenced tests assess multiple skills, including the foundational skills of phonics and decoding.</p> <p>Running Records (Grades K–2), which assess individual student progress in fluent reading. Available for each Leveled Reader in Journeys Common Core Common Core, the Running Records allow teachers to record a student’s key reading behaviors and understanding, such as self-correcting errors, demonstrating awareness of phrasing, and reading dialogue with expression.</p>
<p>Writing to Sources Instructional materials must adequately address the writing objectives for the grade.</p>			
X		27. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	<p>Kindergarten students are continually involved in writing experiences through the Journeys Common Core program.</p> <p>Day 1: Introduce the Model</p> <p>Day 2: Focus Trait: Sentence Fluency (for example)</p> <p>Day 3: Prewrite</p> <p>Day 4: Draft</p>

			<p>Day 5: Revise and Edit; Additional Write Trait Instruction; Writing Traits Checklist (Student Edition); Writing Traits Scoring Rubric (Teacher Edition)</p> <p>HMH recognizes that Kindergarten students present a wide range of “writing” skills within the grade level. Using the best of early childhood research and guidance from respected <i>Journeys Common Core</i> authors, these young learners have many opportunities to develop writing skills across the year of instruction.</p>
X		<p>28. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> • Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing. • Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35% • Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30% • Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20% <p>They also may reflect blended forms.</p>	<p>In <i>Journeys Common Core</i>, students receive daily writing instruction and engage in the full range and balanced distribution of writing required by the CCSS: writing opinions, writing to inform, and writing narratives. Writing prompts and instruction tied to the texts students read are featured prominently in each Student Book. Beginning in the second half of Kindergarten, a Write About It! or Write About Reading activity on each Your Turn spread in the Student Book guides students to respond in writing to the Big Book (K). Students are involved in both individual writing activities, and collaborative writing.</p> <p>The Think and Write Literacy Center provides leveled writing activities for independent practice. The Common Core Writing Handbook, beginning at Kindergarten, scaffolds and extends the writing lessons covered in <i>Journeys Common Core</i>, as well as provides a writing resource tool that students can refer to throughout the year. The handbook begins with 30 interactive writing lessons that provide information and practice on opinion, informative, and narrative writing and correspond to and support the 30 writing lessons in <i>Journeys Common Core</i> program. Shared writing in the Kindergarten program is a focused class activity with strong teacher modeling, and collaborative “writing” through the year often with a real-world focus through the Extend the Reading activity and the Research and Media Performance Task activity.</p>
X		<p>29. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.</p>	<p>Extended, cooperative projects such as the Research and Media Performance Tasks at the beginning of each unit and the Research and Media Literacy Projects in key lessons guide students to think critically, problem solve, innovate, collaborate, and work both independently and productively with others.</p> <p>Common Core writing tips at point of use, Research and Media Performance Tasks that include the ability to create multimedia visual displays in presentations, and Performance Assessment Task prompts</p>

		<p>all lend themselves to research projects even for the youngest learner. As each unit opens, a Research and Media project is provided. The Think and Write Literacy Center provides leveled writing activities for independent practice.</p> <p>Because of the many informational text reading opportunities, students have additional options to do small research projects to share with classmates to support their learning through their reading, often through short response opportunities to the Teacher Read Aloud trade book or the Big Book text.</p>
<p>Speaking and Listening To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.</p>		
X	30. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<p><i>Journeys Common Core</i> provides a full range of instructional materials that meet the criteria for complexity, range of quality of text. The guided instruction through Think Through the Text discussion offers close reading of complex text as students work deeply with the Big Book Anchor Text and paired Complex Text selection. Students are continuously developing and extending their speaking and listening skills as they discuss the focus text within the classroom setting. The Your Turn and Classroom Conversation facilitated discussions provides real-world application to collaborative discussion. The specific Speaking and Listening Lessons found within Extend the Topic often revolve around working with rules and roles within discussion as students are helped to become confident and competent members of collaborative discussion groups. Curious About Words, an Oral Language support piece, further speaking/listening strand as students engage in vocabulary building. Students are provided with ongoing opportunities to listen to fluent and expressive narration of the Big Book readings.</p>
X	31. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.	<p>The Opening Routine for any Kindergarten Lesson lists Today’s Goals of Vocabulary & Oral Language, Daily Phonemic Awareness, Daily High Frequency Words, and Daily Vocabulary Boost.</p> <p>Kindergarten Teacher Read Alouds (with student response), direct instruction in Phonemic Awareness, Fluency Practice with Decodable Readers, Think Through the Text opportunities for discussion, Guided Retellings (with Rubrics and Retelling Cards), Oral Language Conventions, Turn and Talk activities at the end of each anchor text, and Text to Self and Text to World activities (discussion topics often included) all promote deep opportunities to interact and react to discussion and collaboration opportunities with the classroom.</p>
X	32. Instructional materials provide	<p>The Your Turn feature in the Student Edition provides students the opportunity to synthesize their new</p>

		opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.	knowledge by participating in a variety of connected Listening, Speaking, and Writing activities. Classroom Conversations led by the teacher treat students with respect for their thoughts and ask students to participate in high levels of collaborative discussion. Compare Texts , facilitated by the teacher, requires students to listen and interact with classmates as they make connections to other texts, themselves, and the world around them. Extend the Topic/ Speaking and Listening provides specific lessons on being a proactive and integral part of a Literature discussion circle.
X		33. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.	<i>Journeys Common Core</i> embeds strategies for students speaking and communicating with one another, as well as listening to one another throughout the program. Academic discussion prompts are built into the instructional design of Journeys Common Core Common Core . Each lesson features an Essential Question connected to the Lesson Topic. Throughout the week, students discuss the Essential Question in light of the texts that they read. Classroom Conversation activities appear throughout student and teacher materials, helping teachers regularly engage students in substantive discussions on topics pertinent to the lesson’s texts and using academic language. In select lessons in each unit, the Extend the Topic spread features a Speaking and Listening activity with instruction that strengthens students’ discussion skills, such as staying on topic, taking turns speaking, incorporating evidence and reasons into a response, and asking relevant follow- up questions. Retelling Cards at the primary level, and Language Support cards further enhance oral language learning, tasks, and applications.
Language Instructional materials must adequately address the language objectives for the grade.			
X		34. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	Each lesson in <i>Journeys Common Core</i> also focuses on one of five writing traits : Ideas, Organization, Sentence Fluency, Voice, or Word Choice. The sixth trait, Conventions , is supported by daily Grammar lessons that tie to students’ writing at an appropriate Kindergarten level. Because the same traits spiral through the grades, students learn to apply them to a variety of writing tasks with increasing finesse. There is a daily grammar mini-lesson for each weekly lesson of <i>Journeys Common Core</i> and these are offered specifically through the Interactive Flip Charts and ongoing activities. These grammar activities are accompanied by practice in the Reader’s Notebook and leveled practice through the Grab-and-Go resources. Interactive Whiteboard lessons that focus on grammar/language conventions provide an engaging alternative to formal instruction.
X		35. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage	Through daily grammar and language usage lessons, students become more aware of how accurate usage is important for written and oral communication. Common language/grammar errors are noted for the teacher. Through facilitated discussion and attention to Big Book text, Kindergarten students are brought along the sequence of instruction to discover accurate usage patterns that in turn lead to appropriate and correct use in writing. As students participate in a Second Read where they work with

		and conventions (grades 3-12).	the teacher to analyze the text under study, students pay close attention to language and usage elements. As students work with Leveled Readers , accurate usage patterns are further studied. Additional practice in the Reader’s Notebook , Interactive Whiteboard lessons , and Rubrics for Writing , which feature Conventions/Sentence Fluency provide more specific support to West Virginia teachers.
X		36. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.	Grammar/ Language instruction, Spelling instruction, and Writing instruction and application are blended into daily work so that learning is an “ all-in-one ” approach through Journeys Common Core . Reading, writing, speaking and listening are connected and seamless instructional experiences for students. Please see any five day Weekly Plan . Extensions for activities, projects, connected learning centers, and connected research all contribute to a vital classroom learning experience for students of all reading levels and abilities, and to strengthen all areas of ELA in a connected approach. Technology connections, offered directly to the student through their Think Central Student Access , or through teacher directed resources from the <i>Journeys Common Core</i> Teacher Gateway , are central to both learning and teaching and further allow West Virginia teachers to integrate language objectives within the full literacy classroom rather than an isolated instructional format. The focused purpose of the <i>Journeys Common Core</i> program is to develop competent, confident communicators across all ELA areas to ensure educational success and full college or career readiness.

GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Kindergarten

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:										
Next Generation Skills											
Thinking and Problem-Solving Skills											
<i>English Language Arts Content:</i>											
See Unit 1/ TE viii-ix Topics and Domains	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										
See Whole Group Tab-Front on any lesson in the Teacher Edition. Challenge Activity Connect to Informational Text Activity See also the Research and Media Performance Task Activity for each unit.	2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students’ own lives and future situations;										

Unit 3/ Lesson 16- Testing Ideas Unit 5/ Lesson 25- Growing food	3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and						
Unit 4/ Lesson 20- Making Discoveries Unit 6/ Lesson 29- Learning New Things	4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.						
Information and Communication Skills/English Language Arts							
<i>For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:</i>							
Unit 3/ Lesson 15- Up in the Sky	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
Unit 6/ Lesson 26- Trying Your Best	6. make informed choices; and						
Unit 3/ Lesson 17- Nature All Around Unit 5/ Lesson 25- Growing Food	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						
Personal and Workplace Productivity Skills							
<i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>							
Research and Media Performance Task T xxii-xxiii in all units	8. conduct research, validate sources and report ethically on findings;						
Research and Media Performance Task T xxii-xxiii in all units	9. identify, evaluate and apply appropriate technology tools for a variety of purposes;						
Research and Media Performance Task T xxii-xxiii in all units	10. engage in self-directed inquiry;						
Unit 2/ T430 Unit 3/ T148 Please see any Your Turn feature in the Teacher Edition	11. work collaboratively; and						

Unit 3/ T259- Discuss, Research, Make a Poster, Present	12. practice time-management and project management skills in problem-based learning situations.						
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Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials

See Journeys 2014 Scope and Sequence document	13. are structured to ensure all students meet grade- specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.						
Unit 3/ Lesson 14- Home for a Tiger, Home for a Bear/Turtle Splash/Where Animals Live	14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age- appropriate activities that simulate real- life situations, and make cross- curricular, global connections.						
Unit 3/ Lesson 12- Storm is Coming/Snow/ How Water Changes	15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.						
Unit 2/ Lesson 9- Machines and Wheels	16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.						
Unit 3/ Lesson 15- Target Skill: Sequence of Events	17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.						
Unit 6/ Lesson 29- Learning New Things	18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.						
Unit 1/ T71, T165 Unit 2/ T347, 441 Unit 3/ T159 Unit 5/ T20 Please see any Compare Texts feature	19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.						
Unit 3/ T 108-115, T131-135	20. include guiding questions and text-dependent questions to aid student comprehension.						
Unit 1/ T107, T55, T90-91 Unit 3: Literacy Center/ Word Study- T102	21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.						

Vocabulary Boost- T107 Words to Know- T120 Vocabulary Strategies- T155							
T xvi-xvii, T6-7 See also Small Group Tab, Intervention Tab, ELL Tab, all Think Central digital resources ELL/Struggling Reader Support Unit 1/ T24, 27, T92-93 Below Level Reader Plan Unit 1/ T86	22. support personalized learning through intervention and enrichment activities.						
See Think Central Student Access www- k6.thinkcentral.com/ePC/start.do Access: journeys14 See HMH in the News site http://hminthenews.com	23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).						
See T vi-vii See Professional Development on Think Central	24. include a professional resource that builds content and pedagogical knowledge for the teacher.						
See any First Read Thinking Through the Text, Unit 2/ T391-397	25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.						
Unit 3 A Closer Look: T 133, T227 Dig Deeper: T117, T146-147, T240-241	26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)						
Life Skills							

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:								
See Table of Contents in the Teacher Edition to review the range of trade book quality Read Aloud books, Big Book Selections, and the Leveled Readers that have been leveled by Dr. Irene Fountas for deep guided reading opportunities. Literacy and Language Guide- back of book resources for complete Leveled Reader List. See Text Complexity Rubric—Unit 2/ T 284, Unit 3/ T190 (available for ALL selections)	27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;							
See Think Central for Big Books with full narration, Building Background ELL videos, Language Support cards, IWB lessons, Sound/Spelling cards and more.	28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and							
Unit 5/Lesson 25- Growing Food. From Apple to Tree See also ELL videos, Language Support Cards, Retelling Cards	29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.							
Unit 2/ T447 Unit 3/ T165 Unit 5/ T449	30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.							
Assessment								
See any unit TE T xiv- xv Please see all embedded formative assessments through lessons.	31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).							
Rubrics- Retelling Unit 1/ T137-See any Retelling activity See myWriteSmart for Student writing models	32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).							

Organization, Presentation and Format

<p>See any Common Core Planning and Pacing pages T xx-xxi</p> <p>See any Weekly Planner:</p> <p>Unit 1/ T10-11 , T104-105 , T198-199</p> <p>See any Focus Wall of any lesson</p> <p>Day at a Glance: Unit 1/T106</p>	<p>33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>						
<p>See T xii-xiii for digital resources overview</p> <p>See Think Central for extensive online resources for reading, writing, speaking and listening</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>						
<p>See Teacher One-Stop Planner CD-ROM</p> <p>See Think Central for online resources</p>	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>						

SPECIFIC EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Kindergarten

English Language Arts for the kindergarten student involves an immersion in a literacy-rich environment to develop an awareness and understanding of spoken and written language. Through active participation and developmentally appropriate and engaging learning experiences, students develop competencies in reading, writing, listening, speaking and media literacy. To support the development of lifelong learning and global awareness, students utilize language experiences, 21st century skills and equally utilize literary and informational texts of appropriate complexity. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives as well as the 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Speaking and Listening

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Standard 4: Language

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
READING											
Key Ideas and Details											
<p>Key Citations K-1: T227, T229, T394, T397 K-2: T204, T251 K-4: T20, T40, T321 K-5: T37, T54 K-6: T299</p> <p>Additional Practice and Application K-1: T15, T17, T19-T23, T62-T64, T131-T132, T147-T148, T159, T203, T205-T210, T225, T297, T300-T305, T345, T347, T391-T399, T440-T443 K-2: T63, T64, T109, T111, T112, T114, T115, T132, T133, T134, T136, T147, T148, T203, T204, T207, T208, T209, T210, T252, T253, T297, T299, T300, T302, T303, T305, T391, T392, T393, T398, T415, T418, T430 K-3: T109-T112, T114-T115, T131-T136, T148, T159, T250, T252, T391, T394-T395, T398 K-4: T15, T17, T19, T22, T23, T37, T39, T41, T42, T53, T54, T106, T109, T111, T113, T114, T115, T116, T117, T156, T157, T158, T203, T205, T207, T209, T211, T252, T297, T298, T299, T300,</p>	1. with prompting and support, ask and answer questions about key details in a literary text. (CCSS RL.K.1)										

<p>T303, T320, T335, T345, T393, T394, T395, T396, T413, T414, T415, T417, T428, T429, T430</p> <p>K-5: T16, T18, T20, T22, T23, T38, T39, T53, T62, T64, T65, T131, T134, T135, T147, T250, T413, T414, T415, T417, T418, T419, T420, T431, T432</p> <p>K-6: T17, T20, T37, T38, T39, T40, T53, T62, T63, T64, T110, T111, T112, T113, T115, T117, T131, T132, T133, T135, T147, T203, T205, T206, T208, T209, T225, T226, T229, T241, T250, T251, T252, T297, T298, T300, T303, T304, T305, T319, T345, T346, T391, T393, T395, T396, T399, T413, T414, T415, T416, T418, T419, T431</p> <p>Literacy and Language Guide 187, 189, 190, 191, 193, 195, 197, 198, 199, 201, 203, 204, 205, 208, 209, 211, 215, 216, 217, 219, 221, 222, 223, 224, 225, 226, 227, 228, 234, 236, 237, 238, 239, 240, 241, 243, 244, 245</p>								
<p>Key Citations K-1: T137, T231 K-2: T137, T419 K-3: T137 K-4: T43, T325, T419 K-5: T43, T137, T421 K-6: T43, T137, T421</p> <p>Additional Practice and Application K-1: T22, T210, T304, T398-T399 K-2: T116, T210, T252, T304, T394, T395, T397, T415, T417 K-4: T16, T18, T21, T41, T305, T345 K-5: T22, T136, T415, T419, T431,</p>	<p>2. with prompting and support, retell familiar stories, including key details in literary texts. (CCSS RL.K.2)</p>							

<p>T432 K-6: T22, T210, T230, T231, T394, T397, T398, T419, FT21, FT43</p> <p>Literacy and Language Guide 187, 195</p>								
<p>Key Citations K-1: T241 K-2: T399 K-3: T117, T399 K-5: T39, T133, T147 K-6: T147, T241</p> <p>Additional Practice and Application K-1: T15, T19, T132-T136, T147, T203, T205-T206, T208-T209, T211, T225-T229, T231, T242, T298-T300, T303, T345-T346, T391, T396, T398-T399, T440-T442 K-2: T109, T111, T113, T114, T115, T116, T131, T134, T135, T147, T203, T205, T206, T211, T250, T251, T299, T301, T303, T304, T305, T391, T393, T394, T395, T396, T397, T398, T413, T415, T416, T417, T429, T430, T447 K-3: T109-T111, T113, T115-T116, T131, T137, T147, T165, T391, T393, T395-T397 K-4: T16, T18, T19, T21, T111, T115, T117, T132, T158, T204, T205, T206, T207, T208, T209, T252, T297, T299, T300, T301, T302, T303, T305, T320, T322, T323, T335, T345, T346, T391, T393, T394, T395, T396, T398, T399, T413, T416, T417, T419, T428, T429 K-5: T15, T17, T18, T19, T37, T131, T132, T134, T135, T136, T251, T413, T415, T416, T417, T419, T421, T431</p>	<p>3. with prompting and support, identify characters, settings, and major events in a story in literary text. (CCSS RL.K.3)</p>							

<p>K-6: T15, T16, T19, T21, T22, T23, T37, T38, T40, T41, T52, T53, T109, T110, T113, T115, T116, T117, T131, T132, T133, T134, T135, T137, T148, T203, T205, T207, T208, T209, T225, T226, T227, T228, T229, T230, T231, T242, T251, T252, T297, T299, T300, T301, T302, T303, T305, T344, T345, T346, T393, T395, T397, T399, T413, T414, T415, T417, T418, T419, T420, T431</p> <p>Literacy and Language Guide 188, 190, 191, 199, 201, 204, 205, 208, 209, 215, 219, 222, 223, 224, 225, 227, 228, 236, 237, 238, 239, 240, 243, 244, 245</p>								
<p>Key Citations K-1: T38, T111, T113, T413, T415 K-2: T241, T321 K-3: T16, T38, T39 K-5: T393 K-6: T323</p> <p>Additional Practice and Application K-1: xxii, T40-T41, T54, T109, T114, T157-T159, T251, T319-T322, T336, T347, T416-T417, T419-T420, T432, T443 K-2: T15, T16, T17, T18, T20, T37, T38, T41, T53, T54, T157, T158, T159, T225, T226, T227, T229, T230, T242, T319, T320, T322, T323, T440 K-3: T17-T21, T23, T37-T42, T54, T64, T156-T159, T203, T205-T206, T210, T225-T228, T230, T241-T242, T300, T319, T321, T323, T334, T336, T344, T346, T413, T415, T417-T418, T430, T439, T441 K-4: T131, T133, T134, T147, T148, T225, T227, T228, T229, T241, T242,</p>	<p>4. with prompting and support, ask and answer questions about key details in an informational text. (CCSS RI.K.1)</p>							

<p>T438 K-5: T110, T111, T112, T113, T116, T117, T157, T158, T203, T204, T206, T207, T208, T210, T211, T225, T226, T227, T228, T229, T252, T297, T298, T300, T302, T303, T304, T319, T320, T321, T336, T345, T346, T392, T394, T398, T399, T440 K-6: T156, T157, T320, T321, T322, T440, T441, T442</p> <p>Literacy and Language Guide 186, 189, 191, 192, 194, 196, 197, 199, 200, 202, 203, 205, 206, 207, 209, 210, 211, 212, 213, 214, 215, 217, 218, 220, 225, 229, 230, 231, 232, 233, 235, 239, 242, 245</p>								
<p>Key Citations K-1: T22, T53 K-2: T43, T231, T325 K-3: T43, T231, T325, T419 K-4: T62, T63 K-5: T231, T325 K-6: T325, T335</p> <p>Additional Practice and Application K-1: T37-T39, T41, T43, T53, T115-T117, T250-T251, T319, T321, T323, T325, T419, T421 K-2: xxiii, T17, T21, T22, T38, T39, T41, T158, T319, T320, T335, T345, T346, T438, T439, T440 K-3: T21, T43, T62-T63, T210, T225, T227-T228, T231, T346, T430 K-4: T64, T137, T231 K-5: T109, T158, T202, T204, T205, T242, T394, T395, T397, T442 K-6: T320, T336, T441</p> <p>Literacy and Language Guide 186, 189, 191, 200, 210, 215, 242</p>	<p>5. with prompting and support, identify the main topic and retell key details of an informational text. (CCSS RI.K.2)</p>							

<p>Key Citations K-1: T39, T111 K-2: T241 K-3: T38, T65, T227, T230, T413, T414 K-5: T117, T399, T442</p> <p>Additional Practice and Application K-1: T40, T112-T114, T117, T157, T251, T321-T323, T335-T336, T414-T415, T417-T419, T431 K-2: T21, T38, T39, T41, T53, T227, T228, T229, T335 K-3: T39-T40, T158, T203, T207, T229, T297-T298, T302-T303, T305, T319-T320, T323, T344-T345, T416, T429, T439 K-4: T131, T132, T133, T135, T147, T225, T227, T228, T229, T241 K-5: T111, T112, T114, T115, T147, T156, T158, T203, T206, T208, T209, T211, T227, T229, T230, T252, T299, T301, T303, T304, T305, T319, T320, T321, T335, T344, T346, T391, T393, T396, T398, T440, T441 K-6: T156, T157, T321, T322, T335, T441, T442</p> <p>Literacy and Language Guide 192, 207, 212, 217, 218, 225, 229, 230, 231, 235, 239, 245</p>	<p>6. with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text. (CCSS RI.K.3)</p>							
<p>Craft and Structure</p>								
<p>Key Citations K-1: T131, T395 K-4: T304, T320, T321 K-5: T38, T40, T41, T415, T416</p> <p>Additional Practice and Application K-1: T59, T207, T226, T440 K-3: T12, T251</p>	<p>7. ask and answer questions about unknown words in a literary text. (CCSS RL.K.4)</p>							

<p>K-4: T112 K-5: T37, T200 K-6: T300</p> <p>Literacy and Language Guide 240, 243, 244, 245</p>								
<p>Key Citations K-1: T53, T346 K-2: T252 K-3: T117 K-6: T52, T65, T241</p> <p>Additional Practice and Application K-1: T65, T294, T305, T335, T344, T347, T440, T442-T443 K-2: T63, T64, T253, T303, T344, T438 K-3: T14, T35, T62, T106, T133, T156, T202, T250, T252, T335, T344, T388, T438 K-4: T12, T41, T62, T109, T156, T159, T200, T205, T250, T251, T344, T345, T346, T347, T388, R2 K-5: T62, T64, T109, T129, T165, T294, R2 K-6: T23, T62, T63, T106, T108, T112, T129, T202, T211, T250, T251, T252, T299, T324, T346, T399, T413, T431, T440</p> <p>Literacy and Language Guide 187, 193, 195, 197, 219, 241</p>	<p>8. recognize common types of texts (e.g., storybooks, poems). (CCSS RL.K.5)</p>							
<p>Key Citations K-1: T129, T202, T223, T296 K-2: T108, T202, T390 K-6: T390</p> <p>Additional Practice and Application K-1: T390 K-2: T129, T296, 411 K-3: T108, T129, T390 K-4: T14, T35, T108, T202, T223,</p>	<p>9. with prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text. (CCSS RL.K.6)</p>							

<p>T296, T316, T390 K-5: T14, T35, T108, T129, T411 K-6: T35, T108, T129, T202, T223, T296, T411</p>								
<p>Key Citations K-1: T417 K-3: T209, T299 K-4: T243 K-5: T395</p> <p>Additional Practice and Application K-4: T249 K-5: T115, T157 K-6: T256</p> <p>Literacy and Language Guide 212, 231, 233, 235, 242</p>	<p>10. with prompting and support, ask and answer questions about unknown words in an informational text. (CCSS RI.K.4)</p>							
<p>Key Citations K-1: T50 K-2: T42 K-3: T202, T223, T296 K-5: T324</p> <p>Additional Practice and Application K-1: WTK8, T50, T144 K-2: T427 K-3: T317 K-4: T129, R3 K-5: T296, T317 K-6: T53</p>	<p>11. identify the front cover, back cover, and title page of a book. (CCSS RI.K.5)</p>							
<p>Key Citations K-1: T108, T317 K-2: T35 K-4: T129 K-5: T108, T202</p> <p>Additional Practice and Application K-1: T35, T115, T411 K-2: T14, T35, T223, T317 K-3: T14, T35, T202, T223, T296, T317, T411 K-5: T223, T317, T390</p>	<p>12. name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS RI.K.6)</p>							

K-6: T317								
Integration of Knowledge and Ideas								
<p>Key Citations K-1: T133, T210, T241 K-2: T305 K-4: T38, T39, T40, T323 K-5: T37, T131, T132, T415, T416 K-6: T226, T227</p> <p>Additional Practice and Application K-1: T15, T17, T19-T20, T23, T132-T135, T204, T207, T211, T225, T228, T298-T299, T301, T303, T305, T392-T393 K-2: T113, T115, T131, T132, T133, T203, T205, T206, T207, T208, T211, T297, T299, T301, T302, T391, T393, T413, T414, T416 K-3: T109, T112, T133, T391, T393, T395, T397 K-4: T37, T111, T113, T203, T206, T299, T301, T303, T319, T322, T346, T414, T416 K-5: T15, T17, T19, T21, T23, T38, T40, T41, T53, T63, T64, T65, T133, T251, T417, T419, T431 K-6: T15, T18, T19, T21, T38, T63, T113, T132, T133, T206, T241, T299, T319, T391, T392, T413, T416, T417, T419</p> <p>Literacy and Language Guide 191, 193, 204</p>	<p>13. with prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts). (CCSS RL.K.7)</p>							
<p>Key Citations K-1: T253, T443 K-2: T159 K-6: T65, T159, T347</p> <p>Additional Practice and Application K-2: T388, T447</p>	<p>14. with prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories. (CCSS RL.K.9)</p>							

<p>K-3: T131, T165 K-4: T65, T159, T347, T441 K-5: T65 K-6: T227</p> <p>Literacy and Language Guide 198, 208, 238</p>								
<p>Key Citations K-1: T39, T111, T320 K-3: T211 K-5: T211, T241, T399, T442</p> <p>Additional Practice and Application K-1: T37, T109, T113, T156, T158, T250, T252, T323, T335, T414, T418, T431 K-2: T17, T19, T23, T37, T40, T42, T53, T157, T158, T225, T226, T227, T228, T230, T242, T319, T321, T322, T323, T324, T335, T336, T344, T345, T346, T347, T438, T439 K-3: T15, T17, T18, T21, T23, T37, T40-T41, T43, T52-T53, T64, T156, T206, T208, T226, T241, T297-T298, T301, T303, T320-T321, T323, T334-T335, T413-T414, T416, T418, T429, T438-T440 K-4: xxiii, T62, T132, T135, T225, T228, T413, T438, T440, T441 K-5: T114, T156, T157, T203, T205, T209, T226, T228, T230, T252, T297, T301, T303, T319, T322, T324, T344, T345, T391, T393, T395, T397, T440 K-6: T323, T441</p> <p>Literacy and Language Guide 189, 194, 196, 197, 199, 202, 205, 206, 207, 209, 231, 232, 233, 235</p>	<p>15. with prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (CCSS RI.K.7)</p>							
<p>Key Citations K-1: T415 K-3: T22, T229, T305, T417</p>	<p>16. with prompting and support, identify the reasons an author gives to support points in a literary or informational text. (CCSS RI.K.8)</p>							

<p>K-4: T226 K-5: T335</p> <p>Additional Practice and Application K-1: T419, T431 K-3: T19, T41, T207-T208, T241, T302-T303, T319-T320, T323, T334-T335, T415, T429 K-4: T225, T226, T228 K-5: T210, T225, T227, T229, T305, T319, T323, T396, T397, T441</p>								
<p>Key Citations K-2: T65 K-3: T22, T65, T347 K-5: T253, T443</p> <p>Additional Practice and Application K-2: T159, T347 K-3: T441 K-5: T347</p>	<p>17. with prompting and support, identify basic similarities in, and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS RI.K.9)</p>							
<p>Range of Reading and Level of Text Complexity</p>								
<p>Key Citations K-1: T396, T397 K-2: T252, T399 K-3: T117, T399 K-5: T54 K-6: T54, T147, T241</p> <p>Additional Practice and Application K-1: T17, T20, T62-T64, T106, T136, T147, T210, T241, T305, T344-T346, T395, T399 K-2: T62, T63, T64, T110, T111, T116, T117, T135, T136, T200, T207, T209, T210, T211, T250, T393, T394, T413, T429 K-3: T12, T106, T116, T132-T133, T135, T147-T148, T200, T250-T253, T294, T388 K-4: T12, T17, T39, T40, T53, T54, T106, T110, T113, T114, T117,</p>	<p>18. actively engage in group reading activities of literary texts with purpose and understanding.. (CCSS RL.K.10)</p>							

<p>T156, T200, T211, T250, T251, T253, T294, T299, T300, T301 T305, T324, T325, T346, T388, T397, T398, T399, T414, T415</p> <p>K-5: T12, T39, T40, T41, T42, T53, T63, T65, T106, T132, T135, T159, T294, T388, T413, T419</p> <p>K-6: T39, T62, T63, T64, T113, T114, T117, T200, T206, T209, T210, T224, T227, T229, T251, T294, T301, T302, T303, T305, T345, T388, T399, T417, T419, T443</p>								
<p>Key Citations K-1: T41 K-2: T22, T241 K-3: T53, T321 K-5: T230</p> <p>Additional Practice and Application K-1: T40-T42, T53-T54, T111, T114, T117, T158, T250, T252, T321, T323-T324, T335 K-2: T156, T227, T230, T242, T321, T335, T344, T345, T439, T440 K-3: T19, T22-T23, T43, T54, T64, T158, T229, T231, T241, T253, T303, T305, T322, T438, T440 K-4: T62, T63, T147, T227, T229, T231, T242, T253, R3 K-5: T109, T113, T115, T159, T209, T227, T229, T241, T302, T305, T324, T325, T345, T395, T399, T440 K-6: T12, T18, T19, T21, T41, T43, T52, T53, T63, T156, T325, T441, T442, T443</p>	<p>19. actively engage in group reading activities of informational texts with purpose and understanding. (CCSS RI.K.10)</p>							
<p>Print Concepts</p>								
<p>• follow words from left to right, top to bottom, and page by page.</p> <p>Key Citations</p>	<p>20. demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • follow words from left to right, top to bottom, and page by page. 							

<p>K-1: T42, T136 K-2: T42, T60, T154, T230, T342 K-4: T51, T145, T230, T239, T324, T342 K-5: T60, T154, T248, T342, T438 K-6: T60, T136, T438</p> <p>Additional Practice and Application K-1: T144, T342, T438 K-2: T248, T427, T436 K-3: T60, T154, T230, T248, T342, T427 K-4: T33, T60, T154, T333, T427 K-5: T42, T51, T145, T213, T239, T333, T429 K-6: T333, T342, T429</p> <ul style="list-style-type: none"> recognize that spoken words are represented in written language by specific sequences of letters. <p>Key Citations K-1: T230 K-2: T324 K-3: T42, T418 K-4: T42, T136, T418 K-6: T42</p> <p>Additional Practice and Application K-1: WTK4, WTK20, T29, T45, T57, T67, T73, T151, T404, T422, T434, T445, T450 K-2: T44, T72, T138, T166, T260, T326, T338, T348, T354, T432, T448 K-3: T28, T49, T56, T60, T72, T122, T136, T150, T166, T248, T254, T425, T432 K-4: T44, T49, T67, T138, T143, T216, T232, T237, T326, T331, T338, T404, T407, T420, T425, T432, T448 K-5: T44, T49, T143, T150, T216,</p>	<ul style="list-style-type: none"> recognize that spoken words are represented in written language by specific sequences of letters. understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS RF.K.1) 							
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T232, T237, T245, T260, T310, T326, T331, T338, T422, T427, T434, T444, R3
K-6: T60, T66, T72, T122, T160, T166, T244, T260, T310, T326, T331, T338, T404, T422, T427, T444

- understand that words are separated by spaces in print.

Key Citations

K-2: T230, T418

K-3: T42

K-4: T136

Additional Practice and Application

K-1: T324

K-3: T136, T230, T244, T324, T418

K-4: T25

K-6: T216, T232, T310, T326

- Recognize and name all upper- and lowercase letters of the alphabet.

Key Citations

K-1: WTK5, WTK7, WTK9, WTK11, WTK13, WTK15, WTK17, WTK19, WTK21, WTK23, T25, T33, T49, T60, T70, T119, T127, T143, T154, T164, T213, T221, T230, T237, T248, T258

K-2: T418

K-4: T144, T332

K-5: T144

Additional Practice and Application

K-1: T44, T138, T232, T238, T307, T315, T331, T401, T409, T427

Interactive Whiteboard:

Lesson 1: Letter Names: Letters Kk, Ll, Mm, Nn, Oo

Lesson 2: Letter Names: Letters Pp,

<p>Qq, Rr, Ss, Tt</p> <p>Lesson 3: Letter Names: Letters Uu, Vv, Ww, Xx, Yy, Zz</p> <p>Lesson 4: Phonics: Letter Mm</p> <p>Lesson 5: Phonics: Letter Ss</p> <p>K-2: T25, T33, T49, T119, T127, T143, T213, T221, T237, T307, T315, T330, T401, T409, T425</p> <p>Interactive Whiteboard:</p> <p>Lesson 6: Phonics: Letter Aa (Short a) and Consonants and Vowels</p> <p>Lesson 7: Phonics: Letter Tt and Aa Is a Vowel</p> <p>Lesson 8: Phonics: Letter Cc (/k/)</p> <p>Lesson 9: Phonics: Letter Pp</p> <p>Lesson 10: Phonics: Review Letters Aa (short a), Tt, Cc, Pp</p> <p>K-3: T25, T119, T143, T213, T221, T237, T307, T315, T331, T401, T409</p> <p>Interactive Whiteboard:</p> <p>Lesson 11: Phonics: Blending Words with a (Short a)</p> <p>Lesson 12: Phonics: Blending Words with n</p> <p>Lesson 13: Phonics: Blending Words with f</p> <p>Lesson 14: Phonics: Blending Words with b</p> <p>Lesson 15: Phonics: Review Blending Words with a (Short a), n, f, b</p> <p>K-4: T118, T119, T136, T212, T213, T307, T315, T401, T408, T409</p> <p>Interactive Whiteboard:</p> <p>Lesson 16: Phonics: Blending Words with i (Short i) and Ii is a Vowel</p> <p>Lesson 17: Phonics: Blending Words with g</p> <p>Lesson 18: Phonics: Blending Words with r</p> <p>Lesson 19: Phonics: Blending Words with d</p> <p>Lesson 20: Phonics: Review Blending</p>								
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<p>Words with i (Short i), g, d, r K-5: T24, T25, T118, T119, T126, T212, T213, T306, T307, T315, T401, T408, T409, R3 Interactive Whiteboard: Lesson 21: Phonics: Blending Words with o and Oo is a Vowel Lesson 22: Phonics: Blending Words with x, j Lesson 23: Phonics: Blending Words with e (Short e) and Ee is a Vowel Lesson 24: Phonics: Blending Words with h, k Lesson 25: Phonics: Review Blending Words with o (Short o), x, j, e (Short e) h, k K-6: T25, T33, T49, T119, T127, T143, T213, T221, T237, T307, T314, T315, T331, T401, T409 Interactive Whiteboard: Lesson 26: Phonics: Blending Words with u (Short u) and Uu is a Vowel Lesson 27: Phonics: Blending Words with l, w Lesson 28: Phonics: Blending Words with v, z Lesson 29: Phonics: Blending Words with y, q (qu) Lesson 30: Phonics: Review Vowels and Words with -s and -ing</p> <p>Literacy and Language Guide 56-57, 58-59, 60-61, 62-63, 68-69, 70-71, 72-73, 76-77, 78-79, 82-83, 84-85, 86-87, 90-91, 92-93, 96-97, 98-99, 100-101, 102-103, 108-109, 110-111, 114-115</p>								
Phonological Awareness								
<ul style="list-style-type: none"> recognize and produce rhyming words. 	21. demonstrate understanding of spoken words, syllables, and sounds							

<p>Key Citations K-1: WTK4, WTK8, WTK12, T13, T24, T32, T47, T59, T69</p> <p>Additional Practice and Application K-1: WTK14, WTK18, T32, T62-T63, T294, T424 K-3: T46 K-4: T106, T250, T252 K-5: T388 K-6: T58, T106, FT2</p> <p>Literacy and Language Guide 80-81, 94-95, 102-103, 106-107, 112-113, 187, 211</p> <ul style="list-style-type: none"> count, pronounce, blend, and segment syllables in spoken words. <p>Key Citations K-1: WTK6, WTK10, WTK12, WTK16, WTK20, WTK22 K-6: T295, T313, T329, T341, T351</p> <p>Additional Practice and Application K-6: T389, T407, T425, T437, T447</p> <ul style="list-style-type: none"> blend and segment onsets and rimes of single-syllable spoken words. <p>Key Citations K-2: T13, T107, T125, T141, T153, T163</p> <p>Additional Practice and Application K-2: T31, T47, T59, T69, T201, T219, T235, T247, T257</p> <p>Literacy and Language Guide 80-81, 94-95, 106-107, 112-113</p>	<p>(phonemes).</p> <ul style="list-style-type: none"> recognize and produce rhyming words. count, pronounce, blend, and segment syllables in spoken words. blend and segment onsets and rimes of single-syllable spoken words. isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS RF.K.2) 							
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- isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Key Citations

K-1: T125, T153, T163, T295, T389

K-3: T107, T125, T141, T201, T219, T295, T351, T389

K-4: T13, T31, T389

Additional Practice and Application

K-1: T107, T118, T126, T141-T142, T212, T220, T306, T313-T314, T330, T351, T400, T407-T408, T447

K-2: T24, T32, T48, T118, T126, T142, T212, T220, T236, T295, T306, T314, T329, T330, T341, T351, T389, T400, T407, T408, T423, T424, T435, T445

K-3: T13, T24, T31-T32, T47-T48, T59, T69, T118, T126, T142, T153, T163, T212, T220, T235-T236, T247, T257, T306, T313-T314, T329-T330, T341, T400, T407-T408, T423-T424, T435, T445

K-4: T24, T32, T47, T48, T59, T69, T107, T118, T125, T126, T141, T142, T153, T163, T201, T212, T219, T220, T235, T236, T247, T257, T295, T306, T313, T314, T329, T330, T341, T351, T400, T407, T408, T423, T424, T435, T445

K-5: T13, T24, T31, T32, T47, T48, T59, T69, T107, T118, T125, T126, T141, T142, T153, T163, T201, T212, T219, T220, T235, T236, T247, T257, T295, T306, T313, T314, T329, T330, T341, T351,

<p>T389, T400, T407, T408, T425, T426, T437, T447</p> <p>K-6: T24, T32, T48, T126, T142, T220, T236, T306, T314, T330, T400, T401, FT3, FT7, FT11, FT15, FT19, FT23, FT27, FT31, FT32, FT35, FT39</p> <p>Literacy and Language Guide 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 82-83, 86-87, 88-89, 90-91, 92-93, 94-95, 106-107, 108-109, 110-111, 114-115</p> <ul style="list-style-type: none"> • add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>Key Citations K-4: T389, T407, T423, T435, T445 K-5: T107, T125, T141, T153, T163</p> <p>Additional Practice and Application K-4: T295, T313, T329, T241, T351 K-5: T47, T59, T69, T201, T219, T235, T247, T257, T295, T313, T329, T341, T351, T389, T407, T425, T437, T447 K-6: T13, T31, T47, T59, T69, T107, T125, T141, T153, T163, T201, T219, T235, T247, T257</p>							
Phonics and Word Recognition							
<ul style="list-style-type: none"> • demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. 	<p>22. know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. 						

<p>Key Citations K-1: T307, T408 K-2: T126, T220, T307, T408 K-3: T50, T126, T237, T307, T425, T427 K-4: T119, T213, T314, T315, T426, T427 K-5: T127, T331, T401, T427 K-6: T119, T126, T213, T221, T331</p> <p>Additional Practice and Application K-1: T314, T330-T333, T401, T426-T429</p> <p>Interactive Whiteboard: Lesson 4: Phonics: Letter Mm Lesson 5: Phonics: Letter Ss K-2: T25, T48, T49, T50, T119, T142, T143, T145, T213, T236, T237, T238, T239, T314, T330, T331, T332, T333, T342, T401, T424, T425, T426</p> <p>Interactive Whiteboard: Lesson 6: Phonics: Letter Aa (Short a) and Consonants and Vowels Lesson 7: Phonics: Letter Tt and Aa Is a Vowel Lesson 8: Phonics: Letter Cc (/k/) Lesson 9: Phonics: Letter Pp Lesson 10: Phonics: Review Letters Aa (short a), Tt, Cc, Pp K-3: T25, T48-T49, T119, T127, T140, T142-T145, T154, T213, T220-T221, T236-T239, T248, T314-T315, T330-T333, T342, T401, T408-T409, T424-T426, T436</p> <p>Interactive Whiteboard: Lesson 11: Phonics: Blending Words with a (Short a) Lesson 12: Phonics: Blending Words with n Lesson 13: Phonics: Blending Words with f</p>	<ul style="list-style-type: none"> • associate the long and short sounds with common spellings (graphemes) for the five major vowels. • read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). • distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS RF.K.3) 							
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<p>Lesson 14: Phonics: Blending Words with b</p> <p>Lesson 15: Phonics: Review Blending Words with a (Short a), n, f, b</p> <p>K-4: T25, T48, T49, T51, T60, T126, T127, T142, T143, T144, T145, T154, T220, T221, T237, T239, T248, T307, T331, T332, T333, T342, T401, T408, T409, T424, T425, T436</p> <p>Interactive Whiteboard:</p> <p>Lesson 16: Phonics: Blending Words with i (Short i) and Ii is a Vowel</p> <p>Lesson 17: Phonics: Blending Words with g</p> <p>Lesson 18: Phonics: Blending Words with r</p> <p>Lesson 19: Phonics: Blending Words with d</p> <p>Lesson 20: Phonics: Review Blending Words with i (Short i), g, d, r</p> <p>K-5: T25, T49, T51, T60, T119, T126, T143, T144, T145, T154, T213, T237, T239, T248, T307, T314, T332, T333, T342, T408, T409, T426, T429, T438</p> <p>Interactive Whiteboard:</p> <p>Lesson 21: Phonics: Blending Words with o and Oo is a Vowel</p> <p>Lesson 22: Phonics: Blending Words with x, j</p> <p>Lesson 23: Phonics: Blending Words with e (Short e) and Ee is a Vowel</p> <p>Lesson 24: Phonics: Blending Words with h, k</p> <p>Lesson 25: Phonics: Review Blending Words with o (Short o), x, j, e (Short e) h, k</p> <p>K-6: T25, T49, T51, T60, T127, T143, T144, T145, T154, T220, T237, T239, T248, T307, T314, T315, T332, T333, T342, T428,</p>								
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T429, T436, T438, FT5, FT9, FT13, FT17, FT20, FT33, FT42

Interactive Whiteboard:

Lesson 26: Phonics: Blending Words with u (Short u) and Uu is a Vowel

Lesson 27: Phonics: Blending Words with l, w

Lesson 28: Phonics: Blending Words with v, z

Lesson 29: Phonics: Blending Words with y, q (qu)

Lesson 30: Phonics: Review Vowels and Words with -s and -ing

Literacy and Language Guide

64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 82-83, 86-87, 90-91, 96-97

- associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Key Citations

K-2: T25, T144

K-4: T25, T50

K-5: T25, T50, T51, T213, T238

K-6: T25, T50, T239, FT5, FT9, FT13, FT17, FT25, FT29, FT33, FT37, FT42

Additional Practice and Application

K-2: T32, T48, T49, T50, T51, T119, T142, T143, T213, T236, T237, T401, T408, T424, T425, T426

Interactive Whiteboard:

Lesson 6: Phonics: Letter Aa (Short a) and Consonants and Vowels

Lesson 7: Phonics: Letter Tt and Aa Is a Vowel

Lesson 10: Phonics: Review Letters

<p>Aa (short a), Tt, Cc, Pp K-3: T25, T32-T33, T48-T50, T144-T145, T154, T238-T239, T248, T332-T333, T342, T401, T408-T409, T424-T427, T436, T470-T473 Interactive Whiteboard: Lesson 11: Phonics: Blending Words with a (Short a) Lesson 12: Phonics: Blending Words with n Lesson 13: Phonics: Blending Words with f Lesson 14: Phonics: Blending Words with b Lesson 15: Phonics: Review Blending Words with a (Short a), n, f, b K-4: T32, T33, T48, T49, T51, T60, T142, T143, T144, T145, T154, T213, T237, T238, T239, T248, T331, T332, T333, T342, T408, T409, T424, T425, T426, T427, T436, T470-T473, T474-T477 Interactive Whiteboard: Lesson 16: Phonics: Blending Words with i (Short i) and Ii is a Vowel Lesson 17: Phonics: Blending Words with g Lesson 18: Phonics: Blending Words with r Lesson 19: Phonics: Blending Words with d Lesson 20: Phonics: Review Blending Words with i (Short i), g, d, r K-5: T32, T33, T49, T60, T143, T144, T145, T154, T220, T221, T237, T239, T248, T307, T331, T332, T333, T342, T401, T408, T409, T426, T427, T428, T429, T438, T472-T475, T476-T479, T480-T483 Interactive Whiteboard: Lesson 21: Phonics: Blending Words</p>								
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with o and Oo is a Vowel
 Lesson 22: Phonics: Blending Words with x, j
 Lesson 23: Phonics: Blending Words with e (Short e) and Ee is a Vowel
 Lesson 24: Phonics: Blending Words with h, k
 Lesson 25: Phonics: Review Blending Words with o (Short o), x, j, e (Short e) h, k
K-6: T32, T33, T49, T51, T60, T144, T145, T154, T218, T237, T238, T248, T331, T332, T333, T342, T401, T408, T428, T429, T438, T472–T475, FT16, FT20, FT32, FT41
Interactive Whiteboard:
 Lesson 26: Phonics: Blending Words with u (Short u) and Uu is a Vowel
 Lesson 27: Phonics: Blending Words with l, w
 Lesson 28: Phonics: Blending Words with v, z
 Lesson 29: Phonics: Blending Words with y, q (qu)
 Lesson 30: Phonics: Review Vowels and Words with -s and -ing

Literacy and Language Guide
 78-79, 84-85, 88-89, 92-93, 98-99, 104-105, 108-109, 110-111, 114-115

- read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Key Citations
K-1: T26, T27, T59, T215, T402, T403
K-2: T36, T309, T402, T403
K-3: T120, T121, T125, T145, T402
K-4: T26, T42, T215, T239, T402,

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T403, T407,
T418, T445
K-5: T141, T214, T215, T239
K-6: T141, T295, T402, T403, T429

Additional Practice and Application
K-1: T13, T31, T47, T69, T107,
T120-T121, T125, T141, T153, T163,
T201, T214, T219, T235,
T247, T257, T295, T308-T309, T313,
T329, T341-T342, T351, T389, T407,
T425, T437-T438, T447
K-2: T13, T26, T31, T47, T59, T60,
T69, T107, T120, T121, T125, T141,
T153, T154, T163, T201, T214,
T215, T219, T235, T247, T248,
T257, T295, T308, T313, T329,
T341, T342, T351, T389, T407,
T423, T435, T436, T445
K-3: T13, T26, T31, T47, T51, T59-
T60, T69, T107, T141, T153-T154,
T163, T201, T214, T219, T230,
T235, T239, T247-T248, T257, T295,
T308, T313, T324, T329, T333,
T342, T351, T389, T406-T407, T423,
T427, T435-T436, T445
K-4: T13, T27, T31, T47, T51, T59,
T60, T69, T107, T120, T121, T125,
T141, T145, T154, T163, T201,
T214, T219, T235, T247, T248,
T257, T295, T308, T309, T313,
T329, T333, T341, T342, T351,
T389, T411, T423, T427, T435, T436
K-5: T13, T26, T27, T31, T47, T51,
T59, T60, T69, T107, T120, T121,
T125, T145, T153, T154, T163,
T201, T219, T235, T247, T248,
T257, T295, T308, T309, T313,
T333, T341, T342, T351, T389,
T402, T403, T407, T425, T429,
T437, T438, T447
K-6: T13, T26, T27, T31, T42, T47,

T51, T59, T60, T69, T107, T120, T121, T125, T145, T153, T154, T163, T201, T214, T215, T219, T235, T239, T247, T248, T257, T308, T309, T313, T329, T333, T341, T342, T351, T389, T407, T425, T427, T437, T438, T447, FT3, FT5, FT7, FT9, FT11, FT13, FT15, FT17, FT19, FT20, FT23, FT27, FT31, FT33, FT35, FT39, FT42

Interactive Whiteboard:

Lesson 30: Phonics: Review Vowels and Words with -s and -ing

Literacy and Language Guide

80-81, 84-85, 94-95, 102-103, 106-107

- distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Key Citations

K-3: T50, T144

K-4: T144, T332, T426

K-5: T144, T332

Additional Practice and Application

K-3: T238, T332, T342, T426, T436

Interactive Whiteboard:

Lesson 11: Phonics: Blending Words with a (Short a)

Lesson 12: Phonics: Blending Words with n

Lesson 13: Phonics: Blending Words with f

Lesson 14: Phonics: Blending Words with b

Lesson 15: Phonics: Review Blending Words with a (Short a), n, f, b

K-4:

Lesson 17: Phonics: Blending Words

<p>with g Lesson 18: Phonics: Blending Words with r Lesson 19: Phonics: Blending Words with d Lesson 20: Phonics: Review Blending Words with i (Short i), g, d, r K-5: T122, T282 Interactive Whiteboard: Lesson 22: Phonics: Blending Words with x, j Lesson 24: Phonics: Blending Words with h, k Lesson 25: Phonics: Review Blending Words with o (Short o), x, j, e (Short e) h, k K-6: T144, T332, T428 Interactive Whiteboard: Lesson 27: Phonics: Blending Words with l, w Lesson 28: Phonics: Blending Words with v, z Lesson 29: Phonics: Blending Words with y, q (qu) Lesson 30: Phonics: Review Vowels and Words with -s and -ing</p>								
Fluency								
<p>Key Citations K-2: T154, T342, T436 K-3: T60, T154 K-4: T51, T60, T248, T342 K-5: T60, T342 K-6: T342, T438</p> <p>Additional Practice and Application K-1: T71, T165, T259, T342, T352, T448 K-2: T60, T70, T164, T248, T258, T352, T427, T446 K-3: T51, T70, T145, T164, T239, T248, T258, T333, T342, T352,</p>	<p>23. read emergent-reader texts with purpose and understanding. (CCSS RF.K.4)</p>							

<p>T427, T436, T446 K-4: T70, T145, T154, T164, T239, T258, T333, T352, T427, T436, T446 K-5: T51, T70, T145, T154, T164, T239, T248, T258, T333, T352, T429, T438, T448 K-6: T51, T60, T70, T145, T154, T164, T239, T248, T258, T333, T352, T429, T448, FT17, FT20, FT21, FT33, FT42, FT43</p>								
<p>WRITING</p>								
<p>Text Types and Purposes</p>								
<p>Key Citations K-1: T336 K-2: T22, T430 K-3: T54, T65 K-6: T73, T161, T255, T451</p> <p>Additional Practice and Application K-1: T116 K-3: T42, T116, T136, T148, T159, T242, T253, T430, T441 K-4: T22, T29, T45, T54, T57, T67, T73, T116, T123, T139, T151, T161, T167, T210, T217, T233, T242, T245, T255, T261, T311, T327, T336, T339, T349, T355, T405, T421, T432, T443, T449 K-5: T54, T65, T242, T420, T432 K-6: T29, T45, T54, T65, T67, T123, T139, T148, T167, T210, T217, T233, T245, T253, T261, T304, T311, T327, T339, T347, T349, T353, T355, T398, T405, T423, T432, T435, T445, FT21, FT43</p> <p>Literacy and Language Guide 294-295, 298-299, 312-313, 314-315, 316-317, 318-319, 320-321</p>	<p>24. use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (CCSS W.K.1)</p>							

<p>Key Citations K-2: T245, T405 K-3: T159, T259 K-4: T165 K-5: T67, T167, T261, T355, T451 K-6: T336</p> <p>Additional Practice and Application K-1: xxiii, T22, T65, T159, T432, T443 K-2: xxiii, T45, T54, T57, T67, T73, T123, T139, T148, T151, T161, T167, T217, T231, T242, T253, T255, T259, T261, T311, T327, T336, T339, T349, T355, T421, T433, T443, T449 K-3: xxiii, T210, T253, T304, T336, T347, T353 K-4: xxiii, T148, T230, T253, T259, T418 K-5: xxiii, T45, T57, T71, T73, T116, T123, T139, T151, T159, T161, T210, T217, T233, T245, T253, T255, T259, T304, T311, T327, T336, T339, T349, T398, T405, T423, T435, T445, T449, R3 K-6: xxiii, T253, T336, T347</p> <p>Literacy and Language Guide 264-265, 266-267, 272-273, 274-275, 276-277, 278-279, 280-281, 292-293, 296-297, 304-305, 306-307, 308-309</p>	<p>25. use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.. (CCSS W.K.2)</p>							
<p>Key Citations K-1: T311, T435 K-3: T123, T151, T217, T421, T433, T443, T449 K-4: T304</p> <p>Additional Practice and Application K-1: T245, T255, T261, T327, T339, T405, T423, T445, T451 K-3: T45, T67-T68, T73, T139,</p>	<p>26. use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS W.K.3)</p>							

<p>T161-T162, T167, T233, T245, T255, T261, T311, T327, T339, T349-T350, T355, T405, T432, T434, T449 K-4: T253, T256, T353, T398 K-5: T148 K-6: T116, T162</p> <p>Literacy and Language Guide 268-269, 270-271, 282-283, 284-285, 286-287, 288-289</p>								
<p>Production and Distribution of Writing</p>								
<p>Key Citations K-1: T435 K-2: T339, T433 K-3: T443 K-4: T433 K-6: T435</p> <p>Additional Practice and Application K-2: T443 K-3: T339, T433 K-4: T339 K-5: T405, T435, T445 K-6: T339, T405</p> <p>Literacy and Language Guide 278-279, 280-281, 300-301, 310-311</p>	<p>27. with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS W.K.5)</p>							
<p>Key Citations K-2: T339, T405, T443, T449 K-3: T71, T405, T421, T443, T449 K-6: T451</p> <p>Additional Practice and Application K-2: T355, T433 K-3: T433 K-4: T443, T449 K-5: T451 K-6: T355</p> <p>myWriteSmart, an Internet-based tool for <i>Journeys Common Core</i>, allows</p>	<p>28. with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS W.K.6)</p>							

<p>students to produce and edit writing, cite evidence from texts, collaborate with peers and teachers, and publish finished pieces digitally.</p> <p>Literacy and Language Guide 320-321</p>								
<p>Research to Build and Present Knowledge</p>								
<p>Key Citations K-2: T259 K-3: T353 K-4: T165 K-5: T71, T449 K-6: T259</p> <p>Additional Practice and Application K-1: xxii K-3: T353 K-5: R3 K-6: xxiii, T353</p>	<p>29. participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS W.K.7)</p>							
<p>Key Citations K-1: T449 K-2: T353 K-3: T259 K-5: T355, T449</p> <p>Additional Practice and Application K-3: T258 K-4: T259, R2 K-5: T71, T162, T259, T327, T339, T349, T405, T423, T435, T445, T451, R2 K-6: R2, R3</p> <p>Literacy and Language Guide 302-303, 304-305, 308-309</p>	<p>30. with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS W.K.8)</p>							
<p>SPEAKING AND LISTENING</p>								

Comprehension and Collaboration

- follow agreed-upon rules for discussions (e.g., listening to others, and taking turns speaking about the topics and texts under discussion).

Key Citations

K-1: T68, T148

K-2: T165

K-3: T447

K-4: T447

Additional Practice and Application

K-1: T68, T140, T148, T218, T307, T328

K-2: T149, T152, T159, T162, T312, T347, T406, T441, T447

K-3: T124, T165, T242, T312, T447

K-4: T30, T218, T261, T304, T353, T406

K-5: T140, T259, T261, T311, T347, T353, T443

K-6: T242, T294, T443, T449, FT6, FT26

- continue a conversation through multiple exchanges.

Key Citations

K-2: T71, T165

K-3: T447

K-4: T447

K-6: T165

Additional Practice and Application

K-1: T46, T58, T106, T152, T234, T253, T256, T388

K-2: T149, T159, T337, T447

K-3: T106-T107, T165, T242, T311

K-4: T211, T347, T353

31. participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- follow agreed-upon rules for discussions (e.g., listening to others, and taking turns speaking about the topics and texts under discussion).
- continue a conversation through multiple exchanges.
(CCSS SL.K.1)

<p>K-5: T12, T22, T106, T167, T259, T347 K-6: T259, T353, T388, T405</p>								
<p>Key Citations K-1: T54, T148, T149 K-2: T65, T159, T353, T447 K-3: T259, T353 K-4: T55, T259, T336 K-5: T71, T148, T259 K-6: T71, T159, T242, T337, T405</p> <p>Additional Practice and Application K-1: T22, T230, T242, T433, T441 K-2: T253, T300, T323, T336, T347, T441 K-3: T133, T253, T336-T337, T347, T398 K-4: T22, T55, T65, T116, T136, T148, T210, T347, T355, T449 K-5: T22, T42, T57, T116, T139, T165, T208, T209, T210, T355, T421, T451, R2 K-6: T42, T116, T148, T253, T324, T419, T451, FT20, FT33, FT42, R3</p> <p>Literacy and Language Guide 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245</p>	<p>32. confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS SL.K.2)</p>							
<p>Key Citations K-1: T405, T419 K-2: T71, T353 K-3: T394 K-4: T243 K-5: T405, T451 K-6: T165, T319</p>	<p>33. ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS SL.K.3)</p>							

<p>Additional Practice and Application K-1: WTK24, T246, T355, T394, T415, T451 K-2: T16, T18, T65, T140, T350 K-3: T133, T135 K-4: T73, T136, T449 K-5: T122, T298, T300, T303, T323, T435, R2 K-6: T110, T112, T124, T298, T300, T303, T451</p>								
<p>Presentation of Knowledge and Ideas</p>								
<p>Key Citations K-1: T54, T55, T106, T353 K-2: T447, T448 K-3: T398, T447 K-4: T311 K-6: T165, T304, T337, T449</p> <p>Additional Practice and Application K-1: WTK12, WTK18, WTK24, T30, T42, T46, T124, T149, T217-T218, T233, T243, T253, T256, T311, T405 K-2: T22, T28, T29, T44, T45, T54, T65, T67, T68, T122, T123, T138, T139, T161, T216, T217, T232, T233, T253, T255, T311, T324, T326, T327, T336, T349, T404, T405, T420, T421, T441, T446 K-3: T304, T353-T354, T418, T441 K-4: T42, T116, T140, T337, T347, T350, T353, T398, T422, T441 K-5: T12, T45, T66, T152, T165, T244, T253, T311, T347, T350, T353, T388, T436, T443, T446 K-6: T12, T46, T71, T136, T246, T294, T311, T327, T339, T349, T405, T406, T443, FT14, FT34</p> <p>Literacy and Language Guide</p>	<p>34. describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS SL.K.4)</p>							

266, 272, 276, 278, 298								
<p>Key Citations K-1: T136, T159, T230, T242 K-2: T398, T418 K-3: T398 K-5: T259</p> <p>Additional Practice and Application K-1: T139 K-4: T71, T347 K-6: T443, R2</p>	35. add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS SL.K.5)							
<p>Key Citations K-1: T106, T148, T353 K-2: T71 K-3: T447 K-4: T71, T336 K-5: T148 K-6: T22, T54, T71, T242, T337, T432</p> <p>Additional Practice and Application K-1: WTK8, WTK14, WTK20, T12, T46, T51, T58, T145, T152, T200, T234, T239, T245-T246, T253, T294, T323, T333, T347, T355, T388, T405, T429, T451 K-2: xxiii, T12, T51, T58, T106, T145, T159, T234, T239, T294, T333, T347, T449 K-3: xxiii, T61, T304, T311, T339, T347, T405, T449 K-4: xxiii, T29, T45, T55, T65, T123, T152, T159, T210, T211, T213, T261, T294, T304, T311, T355, T405, T441 K-5: xxiii, T29, T47, T54, T68, T154, T165, T167, T255, T261, T294, T304, T311, T349, T443, T446, T451, R2 K-6: xxiii, T12, T30, T41, T42, T65, T136, T140, T141, T200, T210, T253, T324, T340, T346, T388,</p>	36. speak audibly and express thoughts, feelings, and ideas clearly. (CCSS SL.K.6)							

T405, T449, R2								
LANGUAGE								
Conventions of Standard English								
<ul style="list-style-type: none"> print many upper- and lowercase letters. <p>Key Citations K-1: WTK5, WTK7, WTK9, WTK11, WTK13, WTK15, WTK17, WTK19, WTK21, WTK23, T25, T33, T49, T60, T70, T119, T127, T143, T154, T164, T213, T221, T237, T248, T258 K-2: T122, T166, T307</p> <p>Additional Practice and Application K-1: T28, T44, T56-T57, T66-T67, T72-T73, T122, T138, T150, T160, T164, T166-T167, T216, T232, T238, T244, T254, T260, T310, T315, T326, T331, T338, T348, T354, T404, T409, T427, T434, T444, T450 Interactive Whiteboard: Lesson 1: Letter Names: Letters Kk, Ll, Mm, Nn, Oo Lesson 2: Letter Names: Letters Pp, Qq, Rr, Ss, Tt Lesson 3: Letter Names: Letters Uu, Vv, Ww, Xx, Yy, Zz Lesson 4: Phonics: Letter Mm Lesson 5: Phonics: Letter Ss K-2: T25, T28, T33, T49, T72, T119, T127, T143, T154, T213, T216, T221, T232, T237, T260, T261, T307, T315, T331, T338, T348, T354, T401, T404, T409, T420, T425, T432, T442, T443, T448 Interactive Whiteboard: Lesson 6: Phonics: Letter Aa (Short</p>	<p>37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> print many upper- and lowercase letters. use frequently occurring nouns and verbs. form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). produce and expand complete sentences in shared language activities. (CCSS L.K.1) 							

<p>a) and Consonants and Vowels Lesson 7: Phonics: Letter Tt and Aa Is a Vowel Lesson 8: Phonics: Letter Cc (/k/) Lesson 9: Phonics: Letter Pp Lesson 10: Phonics: Review Letters Aa (short a), Tt, Cc, Pp K-3: T25, T28, T33, T44, T72, T119, T122, T127, T138, T143, T150, T166, T213, T221, T237, T242, T254, T260, T307, T310, T315, T326, T331, T338, T348-T349, T354, T401, T404, T409, T432, T448 Interactive Whiteboard: Lesson 11: Phonics: Blending Words with a (Short a) Lesson 12: Phonics: Blending Words with n Lesson 13: Phonics: Blending Words with f Lesson 14: Phonics: Blending Words with b Lesson 15: Phonics: Review Blending Words with a (Short a), n, f, b K-4: T25, T119, T127, T138, T160, T213, T216, T221, T232, T307, T310, T315, T326, T338, T401, T404, T408, T409, T420, T432, T448 Interactive Whiteboard: Lesson 16: Phonics: Blending Words with i (Short i) and Ii is a Vowel Lesson 17: Phonics: Blending Words with g Lesson 18: Phonics: Blending Words with r Lesson 19: Phonics: Blending Words with d Lesson 20: Phonics: Review Blending Words with i (Short i), g, d, r K-5: T25, T33, T44, T72, T119, T138, T150, T151, T160, T166,</p>								
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T216, T221, T232, T244, T260,
T307, T310, T315, T326, T348,
T401, T408, T409, T422, T434,
T444, T450

Interactive Whiteboard:

Lesson 21: Phonics: Blending Words
with o and Oo is a Vowel

Lesson 22: Phonics: Blending Words
with x, j

Lesson 23: Phonics: Blending Words
with e (Short e) and Ee is a Vowel

Lesson 24: Phonics: Blending Words
with h, k

Lesson 25: Phonics: Review Blending
Words with o (Short o), x, j, e (Short
e) h, k

K-6: T25, T26, T33, T44, T49, T56,
T119, T127, T138, T143, T150,
T213, T221, T237, T307, T310,
T315, T326, T338, T348, T401,
T404, T408, T409, T422, T434,
T444, T450

Interactive Whiteboard:

Lesson 26: Phonics: Blending Words
with u (Short u) and Uu is a Vowel

Lesson 27: Phonics: Blending Words
with l, w

Lesson 28: Phonics: Blending Words
with v, z

Lesson 29: Phonics: Blending Words
with y, q (qu)

Lesson 30: Phonics: Review Vowels
and Words with -s and -ing

Literacy and Language Guide

69, 71, 73, 77, 79, 83, 109, 111, 262-
263

- use frequently occurring nouns and verbs.

Key Citations

<p>K-1: T28, T72, T326 K-4: T216 K-5: T232 K-6: T28</p> <p>Additional Practice and Application K-1: T44, T55-T56, T61, T65-T66, T122-T123, T138-T139, T150-T151, T155, T160-T161, T166-T167, T216, T232, T244, T254, T260, T310, T348, T350, T354, T404, T422, T434, T444, T450</p> <p>Interactive Whiteboard: Lesson 1: Vocabulary Strategies: Classify and Categorize: Family Words to standards Lesson 4: Vocabulary Strategies: Classify and Categorize: Words for Jobs</p> <p>K-2: T12, T106, T160, T200, T442, T443</p> <p>Interactive Whiteboard: Lesson 7: Vocabulary Strategies: Classify and Categorize: Sensory Words Lesson 8: Vocabulary Strategies: Classify and Categorize: Action Words Lesson 10: Vocabulary Strategies: Classify and Categorize: Shape Words</p> <p>K-3: T28-T29, T44-T45, T51, T56, T66, T122-T123, T139, T150-T151, T160-T161, T166, T200, T216-T217, T310, T326, T338, T348, T354, T404, T427</p> <p>Interactive Whiteboard: Lesson 12: Vocabulary Strategies: Classify and Categorize: Sensory Words Lesson 14: Vocabulary Strategies: Classify and Categorize: Number</p>								
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<p>Words K-4: T122, T136, T138, T150, T160, T166, T232, T244, T254, T260, T310, T326, T338, T348, T354, T404, T420, T432, T442, T448 Interactive Whiteboard: Lesson 16: Vocabulary Strategies: Classify and Categorize: Science Words K-5: T30, T67, T73, T123, T139, T151, T216, T217, T239, T244, T253, T254, T260, T261, T429 Interactive Whiteboard: Lesson 25: Vocabulary Strategies: Classify and Categorize: Seasons K-6: T44, T56, T57, T66, T72, T122, T138, T150, T151, T160, T166, T216, T232, T244, T254, T260, T348, T429 Interactive Whiteboard: Lesson 27: Vocabulary Strategies: Classify and Categorize: Places</p> <p>Literacy and Language Guide 284-285</p> <ul style="list-style-type: none"> form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). <p>Key Citations K-5: T58 K-6: T28, T44, T56, T72</p> <p>Additional Practice and Application K-5: T239, T429 K-6: T66, T429</p> <p>Literacy and Language Guide 100-101</p> <ul style="list-style-type: none"> understand and use question words (interrogatives) (e.g., <i>who, what,</i> 								
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<p><i>where, when, why, how</i>).</p> <p>Key Citations K-1: T433, T449 K-2: T353 K-4: T243 K-5: T310</p> <p>Additional Practice and Application K-2: T420 K-3: T259, T353 K-4: T28, T41, T44, T56, T66, T72 K-5: T326, T338, T348 K-6: FT18</p> <ul style="list-style-type: none"> • use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). <p>Key Citations K-6: T310, T326, T338, T348, T354, T433, T450</p> <p>Additional Practice and Application K-2: T420, T427 K-6: T130, T404, T422, T434, T438, T444</p> <ul style="list-style-type: none"> • produce and expand complete sentences in shared language activities. <p>Key Citations K-1: T311, T339, T349, T354, T355, T423, T435, T444 K-2: T337 K-3: T311 K-4: T217, T233 K-5: T71 K-6: T433</p> <p>Additional Practice and Application</p>								
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<p>K-1: T30, T51, T124, T145, T165, T217-T218, T233, T239, T245, T254-T255, T259, T261, T327, T333, T406, T429, T433-T434</p> <p>K-2: T45, T51, T55, T57, T66, T70, T139, T145, T151, T231, T239, T245, T246, T327, T333, T348, T421, T433, T436, T442, T446</p> <p>K-3: T29, T45, T66-T67, T123, T139, T160-T161, T167, T216-T217, T233, T244-T245, T254-T255, T260-T261, T327, T338-T339, T348-T349, T354-T355, T402-T404, T406, T421, T433, T442</p> <p>K-4: T28, T29, T44, T45, T56, T66, T67, T72, T73, T123, T139, T151, T161, T167, T244, T245, T254, T255, T260, T261, T311, T312, T327, T338, T339, T348, T349, T353, T354, T355, T403, T421, T431, T433</p> <p>K-5: T56, T66, T150, T162, T166, T233, T245, T254, T255, T256, T310, T311, T326, T327, T338, T348, T349, T353, T355, T404, T423, T434, T435, T436, T450</p> <p>K-6: T152, T234, T311, T327, T339, T349, T354, T355, T423, T435, T445, T450, FT3, FT7, FT11, FT15, FT19, FT23, FT27, FT31, FT35, FT39</p> <p>Literacy and Language Guide 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 153, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 268-269, 274-275, 276-277, 282-283, 284-285, 286-287, 298-299, 304-305</p>								
<ul style="list-style-type: none"> capitalize the first word in a sentence and the pronoun <i>I</i>. 	38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.							

<p>Key Citations K-1: T47, T445 K-3: T73, T404, T448 K-5: T160 K-6: T355, T445</p> <p>Additional Practice and Application K-1: T29, T44, T57, T67, T73, T420, T422, T451 K-2: T67, T73, T136, T167, T231, T339, T349, T355, T449 K-3: T57, T66-T67, T73, T123, T139, T151, T160-T161, T167, T216-T217, T232-T233, T244-T245, T254-T255, T260-T261, T355, T420, T432, T443, T448-T449 K-4: T56, T66, T67, T72, T73, T122, T139, T151, T160, T161, T167, T245, T254, T255, T260, T261, T327, T339, T349, T355, T433, T443, T449 K-5: T166, T167, T216, T232, T244, T245, T254, T260, T261, T310, T326, T338, T348, T354, T355, T404, T422, T434, T444, T445, T450, T451 K-6: T66, T254, T348, T451</p> <p>Literacy and Language Guide 318-319</p> <ul style="list-style-type: none"> recognize and name end punctuation. <p>Key Citations K-1: T420 K-2: T136 K-3: T73, T404, T448 K-4: T324 K-5: T136</p> <p>Additional Practice and Application</p>	<ul style="list-style-type: none"> capitalize the first word in a sentence and the pronoun <i>I</i>. recognize and name end punctuation. write a letter or letters for most consonant and short-vowel sounds (phonemes). spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS L.K.2) 							
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<p>K-1: T445, T451 K-2: T57, T67, T73, T151, T167, T231, T245, T261, T339, T349, T355, T443, T449 K-3: T57, T66-T67, T123, T139, T151, T160-T161, T167, T216-T217, T232-T233, T244-T245, T254-T255, T260-T261, T355, T420, T432, T443, T449 K-4: T28, T56, T72, T73, T151, T161, T167, T245, T254, T255, T260, T261, T327, T339, T349, T355, T433, T443, T449 K-5: T310, T326, T338, T348, T354, T355, T404, T422, T434, T444, T445, T450, T451 K-6: T66, T254, T348, T355, T445, T451</p> <p>Literacy and Language Guide 318-319</p> <ul style="list-style-type: none"> • write a letter or letters for most consonant and short-vowel sounds (phonemes). <p>Key Citations K-1: T332, T428 K-2: T32, T421 K-3: T421, T442, T443 K-4: T144, T165, T421 K-5: T71, T332, T408, T409, T423 K-6: T408, T423</p> <p>Additional Practice and Application K-1: T65, T349, T423 K-2: T161, T254, T255 K-3: T71, T355 K-4: T339, T433 K-5: T73, T167, T339, T445 K-6: T445</p>								
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<p>Literacy and Language Guide 69, 71, 73, 77, 79, 83, 93, 109, 111</p> <ul style="list-style-type: none"> spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Key Citations K-2: T420, T421, T443 K-3: T421, T442, T443 K-4: T165, T421 K-5: T71, T423 K-6: T423</p> <p>Additional Practice and Application K-1: T159, T167 K-2: T167, T261, T433 K-3: T353, T355 K-4: T254, T260, T261, T339, T355, T433 K-5: T73, T167, T339, T404, T445 K-6: T445</p>								
<p>Vocabulary Acquisition and Use</p>								
<ul style="list-style-type: none"> identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). <p>Key Citations K-3: T55 K-4: T155 K-5: T61</p> <p>Additional Practice and Application K-4: T162, T431 Interactive Whiteboard: Lesson 17: Vocabulary Strategies: Multiple-Meaning Words K-5: T210 Interactive Whiteboard:</p>	<p>39. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. (CCSS L.1.4) 							

<p>Lesson 21: Vocabulary Strategies: Multiple-Meaning Words K-6: T243, T350</p> <p>Literacy and Language Guide 221, 243</p> <ul style="list-style-type: none"> use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. <p>Key Citations K-1: T337 K-2: T431 K-3: T149, T243, T431 K-5: T55, T149, T337 K-6: T55, T149</p> <p>Additional Practice and Application K-3: T326, T348, T354, T442 K-4: T310, T326, T338, T348, T354, T404, T420, T442, T448 K-5: T337 K-6: T427</p> <p>Interactive Whiteboard: Lesson 30: Phonics: Review Vowels and Words with -s and -ing</p> <p>Literacy and Language Guide 100-101</p>								
<ul style="list-style-type: none"> sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <p>Key Citations K-1: T343 K-2: T249 K-3: T155</p>	<p>40. with guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). 							

<p>Additional Practice and Application K-1: WTK10, T61, T436 Interactive Whiteboard: Lesson 1: Vocabulary Strategies: Classify and Categorize: Family Words to standards Lesson 4: Vocabulary Strategies: Classify and Categorize: Words for Jobs K-2: T155, T328, T388, T406, T422, T437, T448 Interactive Whiteboard: Lesson 7: Vocabulary Strategies: Classify and Categorize: Sensory Words Lesson 8: Vocabulary Strategies: Classify and Categorize: Action Words Lesson 10: Vocabulary Strategies: Classify and Categorize: Shape Words K-3: T152, T234, T256, T343, T444 Interactive Whiteboard: Lesson 12: Vocabulary Strategies: Classify and Categorize: Sensory Words Lesson 14: Vocabulary Strategies: Classify and Categorize: Number Words K-4: T46, T58, T61, T124 Interactive Whiteboard: Lesson 16: Vocabulary Strategies: Classify and Categorize: Science Words K-5: T234, T246, T328, T343, T406, T424, T439 Interactive Whiteboard: Lesson 24: Vocabulary Strategies: Classify and Categorize: Describing Words Lesson 25: Vocabulary Strategies: Classify and Categorize: Seasons</p>	<ul style="list-style-type: none"> distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (CCSS L.K.5) 							
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K-6: T155, T424, FT10, FT22, FT30

Interactive Whiteboard:

Lesson 27: Vocabulary Strategies:
Classify and Categorize: Places

Literacy and Language Guide

65, 67, 71, 73 75, 85, 87, 91, 99, 109,
111, 116, 123, 133, 151, 159, 163,
164, 170

- demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Key Citations

K-1: T155

K-2: T55

K-4: T343

K-5: T155

K-6: T61

Additional Practice and Application

K-2 Interactive Whiteboard:

Lesson 2: Vocabulary Strategies:
Antonyms

K-4: T340

Interactive Whiteboard:

Lesson 19: Vocabulary Strategies:
Antonyms

K-5 Interactive Whiteboard:

Lesson 22: Vocabulary Strategies:
Antonyms

K-6: T68, T328, T427

Interactive Whiteboard:

Lesson 26: Vocabulary Strategies:
Antonyms

Literacy and Language Guide

153, 172

- identify real-life connections

<p>between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>Key Citations K-1: T149 K-2: T243 K-3: T201 K-5: T201 K-6: T389</p> <p>Additional Practice and Application K-1: T31, T47, T69, T71, T107, T125, T141, T153, T163, T201, T219, T235, T243, T247, T257, T259, T295, T329, T341, T351, T389, T407, T425, T437, T447 K-2: T12, T13, T29, T44, T47, T56, T59, T67, T69, T72, T107, T123, T138, T141, T150, T153, T163, T166, T167, T201, T217, T219, T232, T235, T243, T244, T247, T257, T260, T295, T310, T326, T329, T337, T338, T341, T351, T354, T404, T407, T420, T423, T432, T435, T445, T446 K-3: T13, T47, T58-T59, T69, T107, T141, T153, T163, T235, T247, T257, T329, T341, T351, T389, T423, T435, T437, T445 K-4: T13, T47, T59, T69, T107, T125, T141, T153, T163, T201, T210, T219, T235, T247, T257, T295, T313, T329, T341, T351, T389, T407, T423, T435, T437, T445, T447 K-5: T13, T28, T31, T44, T47, T56, T59, T66, T69, T72, T107, T122, T125, T138, T141, T150, T153, T160, T163, T166, T219, T235, T243, T247, T249, T257, T295, T313, T329, T341, T351, T407,</p>								
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T425, T433, T437, T447

K-6: T13, T31, T59, T69, T107, T125, T141, T153, T163, T201, T219, T235, T257, T295, T313, T329, T341, T351, T389, T407, T425, T437, T447, T449

Literacy and Language Guide

116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 226, 274-275, 278-279

- distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

Key Citations

K-1: T249

K-2: T343

K-4: T337

K-6: T439

Additional Practice and Application

K-1: T439

Interactive Whiteboard:

Lesson 3: Vocabulary Strategies:
Synonyms

Lesson 5: Vocabulary Strategies:
Synonyms

K-2: T149, T243, T343

Interactive Whiteboard:

Lesson 9: Vocabulary Strategies:
Synonyms

K-4: T249, T437, T444

Interactive Whiteboard:

Lesson 20: Vocabulary Strategies:
Synonyms

K-6: T12

<p>Interactive Whiteboard: Lesson 30: Vocabulary Strategies: Synonyms</p>								
<p>Key Citations K-1: T13, T22, T31, T71, T243 K-2: T70, T71, T123, T337 K-3: T258, T352, T446 K-4: T55, T149, T239, T446 K-5: T60, T243 K-6: T210, T248, T258, T304, T337, T352, T429</p> <p>Additional Practice and Application K-1: T47, T55, T59, T116, T125, T141, T153, T165, T210, T219, T235, T247, T249, T259, T261, T295, T313, T327, T329, T337, T341, T343, T352, T398, T407, T425, T437, T448</p> <p>Interactive Whiteboard: Lesson 3: Vocabulary Strategies: Synonyms Lesson 4: Vocabulary Strategies: Classify and Categorize: Words for Jobs K-2: T13, T22, T31, T42, T59, T61, T69, T70, T107, T116, T123, T125, T141, T150, T153, T155, T160, T164, T200, T201, T210, T216, T217, T219, T232, T235, T243, T244, T247, T249, T254, T255, T258, T260, T294, T295, T304, T310, T311, T313, T326, T327, T329, T337, T338, T341, T343, T348, T349, T350, T352, T389, T398, T404, T405, T407, T420, T423, T432, T435, T437, T442</p> <p>Interactive Whiteboard: Lesson 6: Vocabulary Strategies: Context Clues Lesson 7: Vocabulary Strategies: Classify and Categorize: Sensory</p>	<p>41. use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS L.K.6)</p>							

<p>Words</p> <p>Lesson 8: Vocabulary Strategies: Classify and Categorize: Action Words</p> <p>Lesson 9: Vocabulary Strategies: Synonyms</p> <p>K-3: T12, T13, T28, T31, T47, T59, T61, T66, T70, T107, T122, T125, T141, T151, T153, T155, T160, T164, T200-T201, T210, T219, T235, T247, T249, T258, T295, T304, T313, T328-T329, T337, T341, T343, T389, T398, T407, T422-T423, T435, T437, T442</p> <p>K-4: T22, T31, T47, T68, T70, T116, T125, T141, T150, T153, T164, T219, T234, T235, T243, T247, T258, T304, T313, T329, T337, T341, T352, T398, T423, T435, T437, T447</p> <p>K-5: T13, T22, T31, T46, T47, T55, T70, T116, T122, T125, T141, T153, T164, T201, T210, T219, T247, T258, T295, T304, T312, T313, T329, T340, T341, T352, T398, T407, T425, T433, T437, T448</p> <p>K-6: T13, T22, T31, T61, T70, T116, T125, T141, T153, T155, T164, T219, T235, T247, T249, T313, T329, T341, T343, T398, T407, T425, T437, T439, T448</p> <p>Literacy and Language Guide 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175</p>								
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