

**KINDERGARTEN****English Language Arts Standards: Reading: Foundational Skills**

Print concepts

Phonological awareness

Phonics and word recognition

Fluency

STANDARD	PRINT	ELECTRONIC
<b>Print Concepts</b> <b>1. Demonstrate understanding of the organization and basic features of print.</b>		
a. Follow words from left to right, top to bottom, and page by page.	TE: Week 2: The Party, p. 73 TE: Week 3: Zolar and Zina in Space, p. 90 TE: Week 7: Quick! Quick! Quick!, p. 197 TE: Week 25: The County Fair, p. 205 TE: Week 35: Trucks, p. 507, 508	Opportunities exist daily. SE: Week 2: Alphabet text P SE: Week 2: The Party, word activity (like), writing activity (nouns) TE: Week 2: The Party, p. 65, 73, 74, 77, 78 SE: Week 13: Alphabet text O SE: Week 13: Jumping Beans, word activity (jump), writing activity (nouns) TE: Week 13: Jumping Beans, p. 306, 307, 315, 319, 321 SE: Week 25: The County Fair TE: Week 25: The County Fair, p. 204, 205, 208, 214, 218, 222 SE: Week 35: Trucks, word activity (with), writing activity (color words) TE: Week 35: Trucks, p. 506, 507, 508, 509, 511, 512, 513
b. Recognize that spoken words are represented in written language by specific sequences of letters.	This is modeled through all shared writing activities each week. TE: Week 3: Zolar and Zina in Space, p. 94 TE: Week 4: We Like Things on Earth, p. 116, 125 TE: Week 5: Zolar and Zina in the Pool, p. 147 TE: Week 8: Quick! Quick! Quick!, p. 197 TE: Week 27: Donald the Dragon, p. 261, 266, 268, 270 TE: Week 33: The Puppies, p. 440	Opportunities exist daily. SE: Week 4: Alphabet text E SE: Week 4: We Like Things on Earth, letter activity, word activity, writing activity TE: Week 4: We Like Things on Earth, p. 108, 109, 110, 113, 114, 117, 118, 120, 121, 122, 126 SE: Week 15: Alphabet Text A SE: Week 15: Come and See the Garden, letter activity (z, a, h, w, d), word activity (come), writing activity (nouns) TE: Week 15: Come and See the Garden, p. 350, 351, 352, 353, 354, 355, 356, 359, 361, 363, 364, 368 SE: Week 27: Alphabet Text V SE: Week 27: Donald the Dragon, letter activity (a–g), word activity (when), writing activity (compound words) TE: Week 27: Donald the Dragon, p. 260, 261, 262, 265, 266, 268, 269, 270, 273, 275, 278 SE: Week 33: Alphabet Text Z SE: Week 33: The Puppies, letter activity (onset and rime), word activity (had), writing activity

		(quotation marks) TE: Week 33: The Puppies, p. 432, 433, 434, 437, 438, 440, 441, 442, 445, 446, 450
c. Understand that words are separated by spaces in print.	The standard is implied when students read or write a sentence. TE: Week 3: Zolar and Zina in Space, p. 94 TE: Week 15: Come and See the Garden, p. 350 TE: Week 23: I Can, p. 162 TE: Week 29: My Guide Dog, p. 340	Opportunities exist daily. SE: Week 3: Alphabet Text S SE: Week 3: Zolar and Zina in Space, writing activity (nouns) TE: Week 3: Zolar and Zina in Space, p. 88, 100 SE: Week 14: Alphabet Text M SE: Week 14: How Many Spots?, word activity (me), writing activity (number words, question mark) TE: Week 14: How Many Spots?, p. 329, 337, 339, 341, 343, 346 SE: Week 23: Alphabet Text L SE: Week 23: My Camera, word activity (is), writing activity (nouns) TE: Week 23: My Camera, p. 143, 151, 152, 155, 157 SE: Week 30: Alphabet text F SE: Week 30: Spots and Stripes, word activity (help), writing activity (nouns) TE: Week 30: Spots and Stripes, p. 347, 348, 351, 352, 355, 356, 359, 360
d. Recognize and name all upper- and lowercase letters of the alphabet.	Each week certain letters are covered, not all letters each week. TE: Week 2: The Party, p. 65 TE: Week 3: Zolar and Zina in Space, p. 87, 93 TE: Week 11: I Am Lucky!, p. 263, 268, 271, 275 TE: Week 13: Jumping Beans, p. 307, 311, 312, 315, 321, 324 TE: Week 14: How Many Spots?, p. 329, 343, 346 TE: Week 24: "Squeak," Said the Mouse, p. 175 TE: Week 35: Trucks, p. 509	Opportunities exist daily. SE: Week 5: Alphabet text J SE: Week 5: Zolar and Zina in the Pool, letter activity (a, j, r) TE: Week 5: Zolar and Zina in the Pool, p. 131, 135, 137, 139, 143 SE: Week 12: Alphabet text W SE: Week 12: We See Letters, letter activity (t, w, d), word activity (on), writing activity (nouns) TE: Week 12: We See Letters, p. 285, 286, 289, 290, 295 SE: Week 24: Alphabet text R SE: Week 24: "Squeak," Said the Mouse, letter activity (b, c, x, m, j, f) TE: Week 24: "Squeak," Said the Mouse, p. 175, 179, 180 SE: Week 35: The Week it Rained, letter activity (onset and rime) TE: Week 35: Trucks, p. 509

<b>Phonological Awareness</b>		
<b>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>		
a. Recognize and produce rhyming words.	TE: Week 3: Zolar and Zina in Space, p. 91 TE: Week 16: Big Machines, p. 381  TE: Week 26: I Put Away the Milk, p. 237, 241 TE: Week 35: The Week It Rained, p. 491 TE: Week 35: Trucks, p. 510	TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: And on My Hand, p. 405 TE: Week 33; The Puppies, p. 437
b. Count, pronounce, blend, and segment syllables in spoken words.	TE: Week 2: The Party, p. 69 TE: Week 8: Quick! Quick! Quick!, p. 201 TE: Week 20: Here I Come!, p. 69 TE: Week 35: The Week It Rained, p. 487	
c. Blend and segment onsets and rimes of single-syllable spoken words.	TE: Week 25: The County Fair, p. 209 – not all words are of one syllable. TE: Week 28: My Flag, p. 299 – blend TE: Week 32: And on my Hand, p. 401 TE: Week 35: The Week It Rained, p. 499 - written	TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: And on my Hand, p. 405 TE: Week 33: The Puppies, p. 437
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) <sup>1</sup> Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	TE: Week 5: Zolar and Zina in the Pool: p. 143 TE: Week 13: Jumping Beans, p. 319 TE: Week 34: My Homes, p. 471 – not all CVC TE: Week 33: The Puppies, p. 441	

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TE: Week 8: Quick! Quick! Quick!: p. 209 TE: Week 15: Come and See the Garden, p. 357 TE: Week 22: My Birds, p. 127 TE: Week 23: My Camera, p. 155 TE: Week 32: Someone Ate Our Food, p. 425 (uses letters)	TE: Week 29: My Guide Dog: p. 337 TE: Week 30: Where?, p. 369 TE: Week 32: Someone Ate Our Food, p. 423 TE: Week 33: Mrs. McGuire's Muffins, p. 455
<b>Phonics and Word Recognition</b>		
<b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>		
a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	TE: Week 2: The Party, p. 65 TE: Week 7: Bumper Boats, p. 183 TE: Week 22: My Birds, p. 123, 124, 130, 131 TE: Week 23; My Camera, p. 143, 151, 160	Opportunities exist weekly when reading the alphabet text and activities, and the letter activity of the main text. TE: Week 2: The Party, p. 65, 69 TE: Week 7: Bumper Boats, p. 175, 179 TE: Week 20: Here I Come!, p. 65, 69, 73 TE: Week 30: Spots and Stripes, p. 347, 351
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	TE: Week 4: We Like Things on Earth, p. 109 TE: Week 13: Jumping Beans, p. 307 TE: Week 22: My Birds, p. 131 TE: Week 23: I Can, p. 166 TE: Week 24: The Balloon, p. 194, 195, 198 TE: Week 26: I Put Away the Milk, p. 246	TE: Week 4: We Like Things on Earth, p. 109 (e) TE: Week 13: Jumping Beans, p. 307 (o) TE: Week 15: Come and See the Garden, p. 350 (a) TE: Week 26: I Put Away the Milk, p. 229 (u) TE: Week 29: Hide and Seek, p. 315 (i)
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TE: Week 5: Zolar and Zina in the Pool, p. 140 TE: Week 10: In a Car, p. 258 TE: Week 26: I Put Away the Milk, p. 246 TE: Week 26: Under the Table, p. 255 TE: Week 27: Donald the Dragon, p. 278	Opportunities exist weekly when reading the main text, the alphabet texts, and the word activities. TE: Week 7: Bumper Boats, p. 183 (the) TE: Week 9: Dressing Up, p. 227 (is) TE: Week 23: My Camera, p. 151 (my) TE: Week 30: Where?, p. 371 (review)
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TE: Week 22: My Birds, p. 131 TE: Week 23: My Camera, p. 155 TE: Week 23: I Can, p. 166 TE: Week 33: The Puppies, p. 441	Opportunities exist weekly in the letter activities. TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: And on my Hand, p. 405 TE: Week 33: The Puppies, p. 437

<b>Fluency</b> <b>4.Read emergent-reader texts with purpose and understanding.</b>		
	TE: Week 2: The Party, p. 76 TE: Week 12: We See Letters, p. 296, 298 TE: Week 19: Rainbows, p. 44, 48, 49, 52, 54 TE: Week 21: Up and Down, p. 100, 106 TE: Week 30: Spots and Stripes, p. 348, 358, TE: Week 30: Where?, p. 367, 369, 371, 373	Opportunities exist weekly when reading the main and alphabet texts. TE: Week 7: Bumper Boats, p. 186 TE: Week 15: Come and See the Garden, p. 356 TE: Week 24: "Squeak," Said the Mouse, p. 176, 180, 186 TE: Week 33: The Puppies, p. 434, 446