

Key Information about the Reading Language Arts Program/Harcourt Brace Collections – Kindergarten

The Lakewood City Schools Language Arts Program is aligned with the Ohio Academic Content Standards, K –12 English Language Arts.

I. Lakewood City Schools Course of Study

- Arranged by 10 mandated Standards (general statement of what all students should know and be able to do)
- Each Standard coordinated with Benchmarks (Benchmarks are used to measure a student’s progress toward meeting the standard)
K-3 Reading, K-2 Writing, Research and Communication
- Each Benchmark coordinated with Grade Level Indicators (checkpoints that measure knowledge all students demonstrate at each grade level)
- Harcourt Brace teaching resources and suggested practices have been aligned with Indicators (story titles in bold print)
- Some indicators will need to be taught by using supplemental materials
- Teacher’s Notes section included for personal ideas

II. Connections to Harcourt Brace

- Matrix-style document provides Literature Focus, Early Literacy Skills/Phonics, and writing strategy for each story
- Assists in determining which stories best teach the Grade Level Indicators
- Kindergarten At-A-Glance chart provides overview of different reading materials

III. Collections: Harcourt Brace Teacher’s Editions

- Two manuals
- Provides a comprehensive overview
- Introductory pages at the beginning of each story include 5-day lesson plans and essential strategies and information
- Instructional strategies offered throughout the lesson/story
- Management options and extension of skills and strategies offered at the end of the story
- One tabbed section at end of each manual (Additional Resources)

IV. Collections: Additional Reading Texts

- Big books
- Big Book of Rhymes

Lakewood City Schools Language Arts Course of Study – Kindergarten

Phonemic Awareness, Word Recognition, and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use letter-sound correspondence knowledge and structural analysis to decode words.</p>	<p>By the end of Kindergarten, the student will:</p> <ol style="list-style-type: none"> 1. Read own first and last name. 2. Identify and complete rhyming words and patterns. 3. Distinguish the number of syllables in words by using rhythmic <ul style="list-style-type: none"> ○ clapping, snapping or counting. 4. Distinguish and name all upper- and lower-case letters. 5. Recognize, say and write the common sounds of letters. 6. Distinguish letters from words by recognizing that words are separated by spaces. 7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words. 8. Read one syllable and often-hear words by sight. 	<p>*Harcourt Brace</p> <p>Vol. 1 p. T53 Name Game Traditional nursery rhymes Introduce per story</p> <p>Vol. 1 p. T53 matching letters Vol. 1 p. T17 magnetic letter names</p> <p>Vol. 1 p. T49 literature focus activity whole group writing daily</p> <p>Theme phonics activities per story – year long Vol. 1 p. T263 clapping syllables Vol. 1 p. T145 introduce high frequency words per story (first sight word I)</p>

<p>B) Demonstrate fluent oral reading using sight words and decoding skills, varying intonation and timing as appropriate for text.</p>	<p>9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.</p>	<p>Re-read/re-tell per story</p>
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<p>Related Assessments</p>	<p>Teacher Notes:</p>
<p>*Informal Assessment: Vol. 1 p. T77 – demonstrate the concept of a word Vol. 2 p. T35 – using prior knowledge to predict words</p>	<ul style="list-style-type: none"> • To increase common understanding of letter sound correspondence the class creates an anchor word per letter • Create word wall as high frequency words are introduced

Lakewood City Schools Language Arts Course of Study – Kindergarten

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

K –3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use context clues to determine the meaning of new vocabulary.</p> <p>B) Read accurately high-frequency sight words.</p> <p>C) Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p> <p>D) Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships, and meanings.</p>	<p>By the end of Kindergarten, the student will:</p> <p><i>Contextual Understanding</i></p> <p>1. Understand new words from the context of conversations or from the use of pictures within a text.</p> <p><i>Conceptual Understanding</i></p> <p>2. Recognize and understand words, signs and symbols seen in everyday life.</p> <p>3. Identify words in common categories such as color words, number words and directional words.</p>	<p>*Harcourt Brace</p> <p>Daily reading and discussion of stories</p> <p>Shared reading and writing activity Vol. 2 p. T242 “I Read Signs”</p> <p>Vol. 1, Theme 1, Lesson 1, p. T14 “Mary Wore Her Red Dress” Extensions – individual rereading of Big Book and color extension at centers Categorize clothing and colors</p>
<p>E) Use resources to determine the meaning and pronunciation of unknown words.</p>	<p><i>Tools and Resources</i></p> <p>4. Determine the meaning of unknown words, with assistance, using a beginner’s dictionary.</p>	<p>Introduce alphabetized picture dictionaries Model use</p>

Related Assessments

*Theme Assessment

Vol. 1 p. T81 – acquire and use of new words and vocabulary

*Informal Assessment

Word wall position of new words in each theme

Teacher Notes:

- To increase oral language development allow time for discussion, retelling and vocabulary exploration

Lakewood City Schools Language Arts Course of Study – Kindergarten

Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and texts.</p>	<p>By the end of Kindergarten, the student will:</p> <p><i>Concepts of Print</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story. 2. Hold books right side up, know that people read pages from front to back and read words from left to right. 3. Know the differences between illustrations and print. 	<p>*Harcourt Brace</p> <p>Vol. 1 p. T16 match print with oral language</p> <p>Vol. 1 p. T18 teacher modeling, guided student practice</p> <p>Review function of author/illustrator of each reading</p>
<p>B) Make predictions from text clues and cite specific examples to support predictions.</p>	<p><i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions. 5. Predict what will happen next, using pictures and content as a guide. 6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience. 	<p>“Responding to Literature” activities per story</p> <p>Picture walk</p> <p>Vol. 1 p. T18 informal assessment activity per lesson</p>

<p>C) Draw conclusions from information in text.</p> <p>D) Apply reading skills and strategies to summaries and compare and contrast information in text, between text and across subject areas.</p>	<p>7. Recall information from a story by sequencing pictures and events.</p> <p>8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.</p>	<p>Retelling through individual pictures using beginning, middle, end</p> <p>“Responding to Literature” activities per story</p>
<p>E) Demonstrate comprehension by responding to questions (literal, informational and evaluative).</p> <p>F) Apply and adjust self-monitoring strategies to assess understanding of text.</p>	<p><i>Self-Monitoring Strategies</i></p> <p>9. Monitor comprehension of rally read texts by asking and answering questions.</p>	<p>“Responding to Literature” activities per story</p> <p>Through teacher prompt</p>
	<p><i>Independent Reading</i></p> <p>10. Identify favorite books and stories and participate in shared oral reading.</p>	<p>At the end of each theme books are compared and contrasted.</p> <p>Pair, shared reading from self-selected books.</p>

Related Assessments

*Theme Assessment
Vol. 1 p. T157

*Informal Assessment
Vol. 2 p. T59 – drawing conclusion from story
information

*Teacher Directed
Matching word to voice using Big Book

*Vol. 1 p. T121
Recalling story details

Teacher Notes:

- Using high frequency words introduced and stories students will write at their developmental level daily.

Lakewood City Schools Language Arts Course of Study – Kindergarten

Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use text features and structures to organize content, draw conclusions and build text knowledge.</p> <p>B) Ask clarifying questions concerning essential elements of informational text.</p> <p>C) Identify the central ideas and supporting details of informational text.</p> <p>D) Use visual aids as sources to gain additional information from text.</p>	<p>By the end of Kindergarten, the student will:</p> <ol style="list-style-type: none"> 1. Use pictures and illustrations to aid comprehension. 2. Identify and discuss the sequences of events in informational text. 3. Tell the main idea of a selection that has been read aloud. 4. Identify and discuss simple maps, charts and graphs. 	<p>*Harcourt Brace</p> <p>Vol. 1 p. T62 and Vol. 2 p. T37 Using charts, graphs and diagrams for meaning Picture cards per story to increase vocabulary</p> <p>Use Newbridge texts to aide discussion of non-fiction texts (LRC)</p> <p>Coming to consensus on what the main idea is</p> <p>Vol. 1 p. T90 and Vol. 2 p. T50 Content area including math, science, and social studies</p>

E) Evaluate two and three step directions for proper sequencing and completeness.	5. Follow simple directions.	Opening activities, mathematics literacy and all content areas (teacher generated)
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Related Assessments	Teacher Notes:
<p>*Informal Assessment Vol. 1 p. T97 – interpret text through ideas and reflections Vol. 2 p. T195 – recalling details from a story</p>	<ul style="list-style-type: none"> • Use of technology such as CCC, Waterford, Lightspan and Jump Start Kindergarten (LRC) • Guided practice with literal, predictive, inferential and critical questions

Lakewood City School Language Arts Course of Study - Kindergarten

Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Kindergarten, the student will:	*Harcourt Brace
E) Identify the theme of a literary text.	1. Identify favorite books and stories.	At the end of each theme compare and contrast stories. Select and write about favorite. (move from shared writing to independent)
B) Use supporting details to identify and describe main ideas, characters and setting.	2. Identify the characters and setting in a story.	Vol. 1 p. T195 literature focus activities character webs/story webs
A) Compare and contrast plot across literary works.	3. Retell or re-enact a story that has been heard.	Vol. 1 p. T49 puppets/flannel boards
C) Recognize the defining characteristics and features of different types of literary forms and genres.	4. Distinguish between fantasy and reality.	Vol. 2 p. T169 sample of distinguishing between fact and fantasy
	5. Recognize predictable patterns in stories.	Vol. 1 p. T318 Theme 4 “Five Little Ducks” (reverse repeating) Vol. 1 p. T14 “Moo Moo, Brown Cow” (incremental increase of characters)

D) Explain how an author's word choice and use of methods influences the reader.		
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<p style="text-align: center;">Related Assessments</p> <p>*Informal Assessments Vol. 1 p. T201 act out a character appropriately Vol. 1 p. T195 – recall details from a story Vol. 2 p. T185 – tell how story illustrations contribute to the text</p>	<p style="text-align: center;">Teacher Notes:</p> <ul style="list-style-type: none"> • Extension of fairy tales, folk tales and fables • Compare and contract activities • Author studies
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Lakewood City Schools Language Arts Course of Study – Kindergarten

Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
A) Generate ideas for written compositions.	<p>By the end of Kindergarten, the student will:</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others. 2. Choose a topic for writing. 	<p>*Harcourt Brace</p> <p>Language Experience Approach (LEA), guided writing</p> <p>Using the story to provide a writing prompt</p>
B) Develop audience and purpose for self-selected and assigned writing tasks.	<ol style="list-style-type: none"> 3. Determine audience. 	<p>Vol. 1 pp. T54-55 pre-writing discussion to determine audience and focus</p>
C) Use organizers to clarify ideas for writing assignments.	<p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 4. Organize and group related ideas. 5. Write from left to right and top to bottom. 	<p>Webs and Venn diagrams</p> <p>Plan, do, review, center time</p> <p>Teacher modeling, LEA guided writing activities</p>
E) Edit to improve sentence fluency, grammar and usage.	<ol style="list-style-type: none"> 6. Use correct sentence structures when expressing thoughts and ideas. 	<p>Teacher modeling, LEA guided writing activities</p> <p>Vol. 2 p. T16 Concepts about print - introduction</p>

D) Use revision strategies and resources to improve ideas and content, organization, word choice and detail.	7. Reread own writing.	Daily individual rereading of own writing Individual rereading of self-generated word list
F) Apply tools to judge the quality of writing.	8. Use resources (e.g., a word wall) to enhance vocabulary.	Fiction/non-fiction resources (i.e., word wall, picture dictionaries, books, charts, graphs)
G) Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.	Publishing 9. Rewrite and illustrate writing samples for display and for sharing with others.	Model/editing through an LEA chart

Related Assessments	Teacher Notes:
<p>*Informal Assessment – Editing Bubbles</p> <p>Vol. 2 p. T197 Theme Assessment – sample theme assessment writing</p> <ul style="list-style-type: none"> • Write first and last name or other words two times, then star best • Using a class generated rubric compare samples for evaluation 	<ul style="list-style-type: none"> • Please have students write daily • Develop centers for writing, i.e., pens, pencils, markers, recipe cards, post it notes, shopping list, lined and unlined paper • Editing bubbles as assessment 0 0 0 (used to check for target, i.e., name, picture, sentence)

Lakewood City Schools Language Arts Course of Study – Kindergarten

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Compose writings that convey a clear message and including well-chosen details.</p>	<p>By the end of Kindergarten, the student will:</p> <ol style="list-style-type: none"> 1. Dictate or write simple stories, using letters, words or pictures. 2. Name or label objects or places. 3. Write from left to right and from top to bottom. 	<p>*Harcourt Brace</p> <p>LEA class dictated story</p> <p>Vol. 2 p. T242 environmental print names</p> <p>Vol. _ p. T145 modeling print conventions (assessment)</p>
<p>B) Write responses to literature that demonstrate an understanding of the literary work.</p> <p>C) Write friendly letters and invitations complete with date, salutation, body, closing and signature.</p>	<ol style="list-style-type: none"> 4. Dictate or write informal writing for various purposes. 	<p>Per story teacher or student created writing prompt to suit occasion</p>

Related Assessments

*Informal Assessments – Journal Writing (daily center writing and observation)

- Per theme pre-writing, drafting, revising
- Phonics section – phonemic awareness activities
 - sound substitution
 - sound isolation

Teacher Notes:

- The use of temporary spelling is encouraged to allow for DAP writing activities

Lakewood City Schools Language Arts Course of Study – Kindergarten

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
A) Print legibly using appropriate spacing.	<p>By the end of Kindergarten, the student will:</p> <p><i>Handwriting</i></p> <ol style="list-style-type: none"> 1. Print capital and lowercase letters, correctly spacing the letters. 2. Leave spaces between words when writing. 	<p>*Harcourt Brace</p> <p>Two and three dimensional models of capital and lowercase letters</p> <p>Vol. 1 pp. T8-10 finger space between words (modeling)</p>
B) Spell grade-appropriate words correctly.	<p><i>Spelling</i></p> <ol style="list-style-type: none"> 3. Show characteristics of early letter name-alphabetic spelling. 4. Use some end consonant sounds when writing. 	<p>Temporary spelling using consonant framework, i.e., dg (dog)</p>
<p>C) Use conventions of punctuation and capitalization in written work.</p> <p>D) Use grammatical structures in written work.</p>	<p><i>Punctuation and Capitalization</i></p> <ol style="list-style-type: none"> 5. Place punctuation marks at the end of sentences. 	<p>Vol. 1 p. T469 (sample) guided practice determining the end of a sentence and punctuation needed</p> <p>“Literature Focus” – end punctuation</p>

Related Assessments

*Informal Assessment

Vol. 1 p. T229 – shared read alouds/guided readings

Vol. 2 p. T267 – segmenting phonemes

- Teacher generated pattern text for group and individual use
- Introduce auditory rhymes by completing nursery rhymes to continue creating lists of word families

Teacher Notes:

- Continuous monitoring and modeling of letter and word, top to bottom, left to right, formation

Lakewood City Schools Language Arts Course of Study – Kindergarten

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
A) Generate questions for investigation and gather information from a variety of sources.	<p>By the end of Kindergarten, the student will:</p> <p>1. Ask questions about a topic being studied or an area of interest.</p> <p>2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.</p>	<p>*Harcourt Brace</p> <p>KWL activity to determine understanding and vocabulary Vol. 1 p. T426 pre-writing activity</p> <p>Newbridge books, library to research a topic (fiction and non-fiction)</p>
	<p>3. Recall information about a topic, with teacher assistance.</p> <p>4. Share findings visually or orally.</p>	<p>Vol. 2 p. T57 recalling and retelling a folk tale, story structure, drawing conclusions, and character analysis</p> <p>Writing/drawing to make predictions, answer question</p>
B) Retell important details and findings.		

Related Assessments	Teacher Notes:
<p>*Informal Assessment – survey group to assess prior knowledge about the topic</p> <ul style="list-style-type: none"> • Ask probing questions • Guided use of resource materials to explore topics 	<ul style="list-style-type: none"> • Student generated topics of interest to use during school year • Teacher collected resources (library, class sets, etc.) for student use

Lakewood City Schools Language Arts Course of Study – Kindergarten

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use active listening strategies to identify the main idea and to gain information from oral presentations.</p> <p>B) Connect prior experiences, insights and ideas to those of a speaker.</p> <p>C) Follow multi-step directions.</p>	<p>By the end of Kindergarten, the student will:</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Listen attentively to speakers, stories, poems and songs. 2. Connect what is heard with prior knowledge and experience. 3. Follow simple oral directions. 	<p>*Harcourt Brace</p> <p>Teacher generated signals to direct attention Class generated list of behaviors</p> <p>Vol. 1 p. T68 helping students to recall previous experiences to connect to new learning Build background activity found at the beginning of each theme</p> <p>Directed practice following 1 step, 2 step, 3 step direction (DAP progression)</p>
<p>D) Speak clearly and at an appropriate pace and volume.</p>	<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 4. Speak clearly and understandably. 	<p>Audio taping – modeling – daily discussion</p>
<p>E) Deliver a variety of presentations that include relevant information and a clear sense of purpose.</p>	<p><i>Speaking Applications</i></p> <ol style="list-style-type: none"> 5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end. 6. Recite short poems, songs and nursery rhymes. 	<p>Modeling tone, pitch, and expression when speaking/reading to class</p> <p>Vol. 2 p. T39 reading with expression</p>

Related Assessments

***Informal Assessment**

- Through the use of show and tell practice in the role of speaker and listener
 - Taking turns asking and answering questions
 - Using chart activities reinforcement of the concept that print can represent oral language
- Vol. 1 p. T295 – discuss ways to solve everyday problems
- Reinforcing the concept that communication can be used in a variety of forms (expository, narrative, poetry)

Teacher Notes:

- A variety of audio tapes, guest readers and choral reading activities to coach reading and speaking with expression

Kindergarten
Connections: Harcourt Brace to English/Language Arts Content Standards

Volume 1 "Getting to Know You"	Literature Focus	Early Literacy Skills	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -same and different T15 -title, author, illustrator T19 -left to right and top to bottom T31 -match speech to text T35 -literature focus T49 	<ul style="list-style-type: none"> printed names T16 colors T28 the alphabet T32 capital letters T46 numbers 1-5 T50 	
Lessons 6-10	<ul style="list-style-type: none"> -words are made up of letters T61 -first, next, and last T65 -syllabus in words T69 -shapes T73 -matching words T77 	<ul style="list-style-type: none"> lowercase letters T62 following oral directions T66 self-portrait T70 first names T74 rhyming words T78 	

Volume 1 "I Am Special"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -sentences are made of words T97 -environmental sounds T109 -following directions T113 -relating speech to print T117 -setting T121 	introduce /m/m	writing <i>Mm</i>
Lessons 6-10	<ul style="list-style-type: none"> -position words T137 -beginning, middle and end T141 -high frequency word "I" T145 -opposites T149 -color words T153 	introduce /ff	writing <i>Ff</i>

Volume 1 "Animals I Like"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -rhyming words T173 -letters in words T183 -high frequency word "a" T187 -non-fiction T191 -characters T195 	introduce /b/b	writing <i>Bb</i>
Lessons 6-10	<ul style="list-style-type: none"> -main idea T209 -sound words T213 -using prior knowledge T217 -environmental print T221 -text patterns T225 	introduce /s/s	writing <i>Ss</i>

Volume 1 "Around the Table"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -reading to follow directions T245 -picture details T255 -making judgments T259 -high frequency word "the" T263 -rhyming words 	introduce /j/j	writing <i>Jj</i>
Lessons 6-10	<ul style="list-style-type: none"> -capital letters in names T283 -real and make-believe T287 -action words T291 -problem and solution T295 -folktale genre T299 	introduce /p/p	writing <i>Pp</i>

Volume 1 "Family and Friends"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -dialogue T319 -retelling a story T331 -illustrations in picture books T335 -high frequency word "have" T339 -same and different words T343 	introduce /h/h	writing <i>Hh</i>
Lessons 6-10	<ul style="list-style-type: none"> -character's feelings T357 -using prior knowledge T361 -sequencing T365 -real and make-believe T369 -order by size T373 	introduce /d/d	writing <i>DD</i>

Volume 1 "Watch Me Grow"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -long and short words T393 -categorizing T405 -picture details T409 -high frequency word "you" T413 -sequencing events T417 	introduce /k/c	writing Cc
Lessons 6-10	<ul style="list-style-type: none"> -words in sentences T433 -capitalization T437 -beginning, middle, end T441 -comparing languages and traditions T445 -problem / solution T449 	introduce /a/a	writing Aa

Volume 1 “Animal Families”	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -end punctuation T469 -words in a sentence T479 -oral traditions T483 -high frequency word “my” T487 -first, next, last T491 	introduce /t/t	writing <i>Tt</i>
Lessons 6-10	<ul style="list-style-type: none"> -setting T505 -character’s feelings T509 -note details T513 -high frequency word “can” T517 -drawing conclusions T521 	introduce /e/e	writing <i>Ee</i>

Volume 2 "Silly Business"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -beginning and middle sounds T15 -rhyming words T27 -make predictions T31 -high frequency word "in" T35 -reading with expression 	introduce /y/y	writing Yy
Lessons 6-10	<ul style="list-style-type: none"> -vocabulary that describes feelings T55 -compare oral traditions T59 -real or make-believe T63 -high frequency word "like" T67 -phonological awareness 	introduce /o/o	writing Oo
Lessons 11-15	<ul style="list-style-type: none"> -summarizing T79 -draw conclusions T83 -environmental print T87 -repeated sounds T91 -sequencing T95 	introduce /z/z	writing Zz

Volume 2 “Animal Adventures”	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -high frequency word “see” T115 -anticipating text T127 -sequencing T131 -high frequency word “what” T135 -segmenting syllables T139 	introduce /k/k	writing <i>Kk</i>
Lessons 6-10	<ul style="list-style-type: none"> -compare / contrast T153 -matching words T157 -problem and solution T161 -subject – verb agreement T165 -fact and fantasy T169 	introduce /i/I	writing <i>Ii</i>
Lessons 11-15	<ul style="list-style-type: none"> -making inferences T177 -character traits T181 -categorizing T185 -visualizing T189 -fiction / non-fiction T193 	introduce /w/w	writing <i>Ww</i>

Volume 2 “Around the Town”	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -main idea T213 -naming words T225 -high frequency word “and” T229 -rhyming words T233 -compare and contrast T237 	introduce /u/u	writing <i>Uu</i>
Lessons 6-10	<ul style="list-style-type: none"> -real and make-believe T253 -making judgments about characters T257 -realistic fiction T261 -high frequency word “your” T265 -comparing life experiences T269 	introduce //l	writing <i>Ll</i>
Lessons 11-15	<ul style="list-style-type: none"> -compare oral traditions T277 -visualizing T281 -money in real life T285 -opposites T289 -cause and effect T293 	introduce /v/v	writing <i>Vv</i>

Volume 2 "Growing Things"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -days of the week T313 -action words T325 -words for sounds T329 -high frequency word "it" T333 -non-fiction T337 	introduce /n/n	writing Nn
Lessons 6-10	<ul style="list-style-type: none"> -questions and statements T351 -naming words T355 -using the library T359 -draw conclusions T363 -high frequency word "on" T367 	introduce /g/g	writing Gg
Lessons 11-15	<ul style="list-style-type: none"> -fact and fantasy T375 -following directions T379 -punctuation T383 -rhyming words T387 -comparing characters T391 	introduce /r/r	writing Rr

Volume 2 “Big Surprises”	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -high frequency word “is” T411 -table of contents T421 -naming words T425 -high frequency word “look” T429 -cause and effect T433 	<ul style="list-style-type: none"> introduce /ks/x listening for /kw/q 	<ul style="list-style-type: none"> writing Xx writing Qq
Lessons 6-10	<ul style="list-style-type: none"> -picture details T449 -punctuation T453 -drawing conclusions T457 -note details T461 -questions for research T465 	<ul style="list-style-type: none"> reviewing /m/m reviewing /a/a blending /a/-/m/ blending /s/s and /a/-/m/ 	<ul style="list-style-type: none"> write Ss
Lessons 11-15	<ul style="list-style-type: none"> -action words T473 -number words T477 -literary forms T481 -rhyming words T485 -making judgments T489 	<ul style="list-style-type: none"> reviewing /t/t blending /a/-/t/ blending /h/ and /a/-/t/ 	<ul style="list-style-type: none"> write Hh

Volume 2 "Under the Ocean"	Literature Focus	Phonics	Writing Strategy
Lessons 1-5	<ul style="list-style-type: none"> -compare / contrast T509 -asking questions T521 -print concepts T525 -high frequency word "where" T529 -making inferences T533 	<ul style="list-style-type: none"> reviewing /p/p blending /m/ and /a-/p/ blending /k/ and /a-/p/ make words with -at 	write <i>Pp</i>
Lessons 6-10	<ul style="list-style-type: none"> -categorizing T547 -visualizing T551 -high frequency word "that" -using picture clues T559 -sequencing T563 	<ul style="list-style-type: none"> reviewing /d/d blending /d/ and /a/ 	write <i>Dd</i> write <i>a</i> and <i>d</i>
Lessons 11-15	<ul style="list-style-type: none"> -comparing genres T571 -repeating sounds / alliteration T575 -syllables in words T579 -speaking in front of a group T583 -comparing stories T587 	<ul style="list-style-type: none"> reviewing /a-/m/ reviewing /a-/t/ reviewing /a-/p/ reviewing /a-/d/ blend and read "ham" 	