

SCOTT FORESMAN READING STREET

Common Core Teacher's Edition Index

GRADE K

COMMON CORE ©

- Grade K Pacing Guide
- *Reading Street* Scope and Sequence
- Teacher's Edition Index

Glenview, Illinois

Boston, Massachusetts

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Upper Saddle River, New Jersey

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2 3 4 5 6 7 8 9 10 V011 16 15 14 13 12

Pacing



	UNIT 1						UNIT 2	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Phonological/Phonemic Awareness	Rhyming Words	Syllables	Discriminate Sounds Segment Syllables	Discriminate Sounds	Isolate /m/ Discriminate Sounds	Isolate /t/ Discriminate Sounds Rhyme	Isolate /a/ Oral Blending	Isolate /s/ Oral Blending
Phonics	<i>Letter Recognition: Aa, Bb, Cc, Dd, Ee</i>	<i>Letter Recognition: Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn</i>	<i>Letter Recognition: Oo, Pp, Qq, Rr, Ss</i>	<i>Letter Recognition: Tt, Uu, Vv, Ww, Xx, Yy, Zz</i>	<i>Connect /m/ to Mm</i>	<i>Connect /t/ to Tt</i>	<i>Short and Long Aa</i>	<i>Connect /s/ to Ss</i>
High-Frequency Words	<i>I, am</i>	<i>I, am</i>	<i>the, little</i>	<i>the, little</i>	<i>a, to</i>	<i>a, to</i>	<i>have, is</i>	<i>have, is</i>
Listening Comprehension	<i>Character</i>	<i>Setting</i>	<i>Sequence</i>	<i>Classify and Categorize</i>	<i>Character</i>	<i>Classify and Categorize</i>	<i>Compare and Contrast</i>	<i>Setting</i>
Comprehension Strategies	Preview and Predict, Recall and Retell							

	UNIT 4						UNIT 5	
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26
Phonemic Awareness	Isolate /h/ Oral Blending Segment Phonemes	Isolate /l/ Oral Blending Segment Phonemes	Isolate Blends Discriminate Phonemes Segment Phonemes	Isolate /g/ Segment Phonemes	Segment Phonemes Discriminate Phonemes	Isolate /e/ Segment Phonemes Discriminate Phonemes	Isolate /j/, /w/ Oral Blending Segment Phonemes	Isolate /ks/ Oral Blending Segment Phonemes
Phonics	<i>Connect /h/ to Hh</i>	<i>Connect /l/ to Ll</i>	<i>Consonant Blends</i>	<i>Connect /g/ to Gg</i>	<i>Short and Long Ee</i>	<i>Short and Long Ee</i>	<i>Connect /j/ to Jj and /w/ to Ww</i>	<i>Connect /ks/ to Xx</i>
High-Frequency Words	<i>are, that, do</i>	<i>are, that, do</i>	<i>one, two, three, four, five</i>	<i>one, two, three, four, five</i>	<i>here, go, from</i>	<i>here, go, from</i>	<i>yellow, blue, green</i>	<i>yellow, blue, green</i>
Listening Comprehension	<i>Sequence</i>	<i>Cause and Effect</i>	<i>Sequence</i>	<i>Character</i>	<i>Classify and Categorize</i>	<i>Setting</i>	<i>Realism and Fantasy</i>	<i>Cause and Effect</i>
Comprehension Strategies	Preview and Predict, Recall and Retell							

IT'S TEST TIME!

How do I cover all the skills before the test?

This chart shows the instructional sequence from Scott Foresman Reading Street. You can use this pacing chart as is to ensure you're following a comprehensive scope and sequence, or you can adjust the sequence to match your school/district focus calendar, curriculum map, or testing schedule.

UNIT 3									
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18
Isolate /p/ Oral Blending	Isolate /k/ Oral Blending	Isolate /i/ Discriminate Sounds Oral Blending	Discriminate Sounds Oral Blending	Isolate /n, /b/ Oral Blending Segment Phonemes	Isolate /r/ Oral Blending Segment Phonemes	Isolate /d, /k/ Oral Blending Segment Phonemes	Isolate /f/ Oral Blending Segment Phonemes	Isolate /o/ Oral Blending Segment Phonemes	Oral Blending Segment Phonemes
<i>Connect /p/ to Pp</i>	<i>Connect /k/ to Cc</i>	<i>Short and Long li</i>	<i>Short and Long li</i>	<i>Connect /n/ to Nn and /b/ to Bb</i>	<i>Connect /r/ to Rr</i>	<i>Connect /d/ to Dd and /k/ to Kk</i>	<i>Connect /f/ to Ff</i>	<i>Short and Long Oo</i>	<i>Short and Long Oo</i>
<i>we, my, like</i>	<i>we, my, like</i>	<i>he, for</i>	<i>he, for</i>	<i>me, with, she</i>	<i>me, with, she</i>	<i>see, look</i>	<i>see, look</i>	<i>they, you, of</i>	<i>they, you, of</i>
<i>Main Idea</i>	<i>Realism and Fantasy</i>	<i>Sequence</i>	<i>Realism and Fantasy</i>	<i>Compare and Contrast</i>	<i>Plot</i>	<i>Cause and Effect</i>	<i>Plot</i>	<i>Draw Conclusions</i>	<i>Main Idea</i>
Preview and Predict, Recall and Retell				Preview and Predict, Recall and Retell					

UNIT 6									
WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36
Isolate /u/ Oral Blending Segment Phonemes	Isolate /u/ Oral Blending Segment Phonemes	Isolate /v, /z/ Oral Blending Segment Phonemes	Isolate /y, /kw/ Oral Blending Segment Phonemes	Isolate /a/ and /i/ Blend Phonemes Segment Phonemes	Isolate /o/ Blend Phonemes Segment Phonemes	Isolate /e/ Blend Phonemes Segment Phonemes	Isolate /u/ Blend Phonemes Segment Phonemes	Discriminate Sounds Blend Phonemes Segment Phonemes	Discriminate Sounds Blend Phonemes Segment Phonemes
<i>Short and Long Uu</i>	<i>Short and Long Uu</i>	<i>Connect /v/ to Vv and /z/ to Zz</i>	<i>Connect /y/ to Yy and /kw/ to qu</i>	<i>Connect /a/ to Aa and /i/ to Ii</i>	<i>Connect /o/ to Oo</i>	<i>Connect /e/ to Ee</i>	<i>Connect /u/ to Uu</i>	<i>Decode Words</i>	<i>Decode Words</i>
<i>what, said, was</i>	<i>what, said, was</i>	<i>where, come</i>	<i>where, come</i>	<i>Reteach and Review</i>	<i>Reteach and Review</i>	<i>Reteach and Review</i>	<i>Reteach and Review</i>	<i>Reteach and Review</i>	<i>Reteach and Review</i>
<i>Compare and Contrast</i>	<i>Plot</i>	<i>Main Idea</i>	<i>Draw Conclusions</i>	<i>Compare and Contrast</i>	<i>Character</i>	<i>Main Idea</i>	<i>Plot</i>	<i>Setting</i>	<i>Draw Conclusions</i>
Preview and Predict, Recall and Retell				Preview and Predict, Recall and Retell					

WHEN IS YOUR STATE TEST?

Pacing

BACK TO SCHOOL!

	UNIT 1						UNIT 2	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Speaking and Listening	Follow Directions	Drama—Respond to Literature	Listen for Rhyme and Rhythm	Talk About Me	Announcements and Messages	Drama—Respond to Literature	Listen for Sequence	Listen for Directions
Conventions	<i>Say Our Names</i>	<i>Write Our Names</i>	<i>What We Look Like</i>	<i>What We Can Do</i>	<i>Nouns for People and Animals</i>	<i>Nouns for Places and Things</i>	<i>Nouns for More Than One</i>	<i>Proper Nouns</i>
Unit Writing Process	Week 6: Story							

	UNIT 4						UNIT 5	
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26
Speaking and Listening	Give Directions	Compare and Contrast	Listen for Sequence	Discuss Authors and Illustrators	Listen for Story Elements: Character	Listen to Poems	Ask and Answer Questions	Drama—Respond to Literature
Conventions	<i>Subjects (Naming Parts)</i>	<i>Predicates (Action Parts)</i>	<i>Complete Sentences</i>	<i>Telling Sentences</i>	<i>Capital Letters and Periods</i>	<i>Pronouns I and me</i>	<i>Questions</i>	<i>Question Marks and Capital Letters</i>
Unit Writing Process	Week 6: List							

IT'S TEST TIME!

UNIT 3

WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18
Discussions	Listen for Setting	Give a Description	Listen for Plot	Drama—Respond to Literature	Sequence	Recite Rhymes	Oral Presentation	Messages	Ask and Answer Questions
<i>Adjectives: Colors and Shapes</i>	<i>Adjectives: Sizes and Numbers</i>	<i>Adjectives: Opposites</i>	<i>Adjectives</i>	<i>Verbs</i>	<i>Verbs for Now and the Past</i>	<i>Verbs That Add -s</i>	<i>Verbs for Now and the Future</i>	<i>Meaningful Word Groups</i>	<i>Sentences</i>
Week 6: Story				Week 6: Poem					

UNIT 6

WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36
Discuss Literature	Sequence	Oral Presentation—Description	Discuss Literary Elements: Plot	Recite Language	Discuss Fact and Opinion	Interpret Information	Discuss Literary Elements: Character	Oral Presentation—Book Report	Discuss Literary Elements: Setting
<i>Prepositions</i>	<i>Nouns</i>	<i>Nouns in Sentences</i>	<i>Verbs</i>	<i>Pronouns I and me</i>	<i>Prepositional Phrases</i>	<i>Telling Sentences</i>	<i>Questions</i>	<i>Exclamations</i>	<i>Complete Sentences</i>
Week 6: How-to Report				Week 6: Report					

WHEN IS YOUR STATE TEST?

Scope and Sequence

Reading

Concepts About Print	Pre-K	K	1	2	3	4	5	6
Hold book right side up, turn pages correctly, move from front to back of book	•	•	•					
Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)	•	•	•					
Identify information that different parts of a book provides (title, author, illustrator)	•	•	•	•				
Know uppercase and lowercase letter names and match them	•	•	•					
Know the order of the alphabet	•	•	•					
Demonstrate one-to-one correspondence between oral words and printed words		•	•					
Identify and distinguish between letters, words, and sentences	•	•	•					
Recognize distinguishing features of a paragraph		•	•					
Recognize environmental print		•	•	•				
Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)	•	•	•					
Recognize first name in print	•	•	•					
Phonological and Phonemic Awareness	Pre-K	K	1	2	3	4	5	6
Phonological Awareness								
Identify and produce rhyming words in response to an oral prompt	•	•	•					
Distinguish rhyming pairs of words from nonrhyming pairs	•	•						
Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed		•	•					
Count each syllable in a spoken word		•	•					
Segment and blend syllables in spoken words			•					
Segment and blend onset and rime in one-syllable words		•	•					
Recognize and produce words beginning with the same sound	•	•	•					
Phonemic Awareness								
Identify and isolate initial, final, and medial sounds in spoken words	•	•	•	•				
Blend sounds orally to make words or syllables		•	•	•				
Segment a word or syllable into sounds		•	•	•				
Count sounds in spoken words or syllables and syllables in words		•	•	•				
Manipulate sounds in words (add, delete, and/or substitute phonemes)	•	•	•	•				
Distinguish long- and short-vowel sounds in orally stated single-syllable words				•				
Decoding and Word Recognition	Pre-K	K	1	2	3	4	5	6
Read simple one-syllable and high-frequency (sight) words		•T	•T	•T	•			
Phonics								
Understand and apply the <i>alphabetic principle</i> that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds	•	•	•					
Know sound-letter relationships and match sounds to letters		•T	•T	•				
Generate sounds from letters and blend those sounds to decode		•	•T	•T	•T			
Consonants, consonant blends, and consonant digraphs		•	•T	•T	•T			
Short and long vowels		•	•T	•T	•T			
r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns			•T	•T	•T			
Phonograms/word families		•	•	•				

Decoding and Word Recognition <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Word Structure								
Decode multisyllabic words with common word parts and spelling patterns		•	•T	•T	•T	•T	•T	•T
Base words and inflected endings; plurals			•T	•T	•T	•T	•T	•T
Contractions and compound words			•T	•T	•T	•T	•T	•T
Prefixes and suffixes			•T	•T	•T	•T	•T	•T
Greek and Latin roots						•	•	•
Apply knowledge of syllabication rules to decode words			•T	•T	•T	•T	•T	•T
Recognize common abbreviations			•	•	•			
Decoding Strategies								
Blending strategy: Apply knowledge of sound-letter relationships to decode unfamiliar words		•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words		•	•	•	•	•	•	•
Use context along with sound-letter relationships and word structure to decode		•	•	•	•	•	•	•
Self-monitor accuracy of decoding and self-correct			•	•	•	•	•	•
Fluency								
Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing			•T	•T	•T	•T	•T	•T
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Readers' Theater, repeated oral reading, and tape-assisted reading		•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade			•	•	•	•	•	•
Read regularly and with comprehension in independent-level material		•	•	•	•	•	•	•
Read silently for increasing periods of time		•	•	•	•	•	•	•
Vocabulary and Concept Development								
Recognize and understand selection vocabulary		•	•	•T	•T	•T	•T	•T
Understand content-area vocabulary and specialized, technical, or topical words			•	•	•	•	•	•
Word Learning Strategies								
Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud	•	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words			•	•T	•T	•T	•T	•T
Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs			•	•T	•T	•T	•T	•T
Use grade-appropriate reference sources to learn word meanings	•	•	•	•	•T	•T	•T	•T
Use picture clues to help determine word meanings	•	•	•	•	•			
Use new words in a variety of contexts	•	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary			•	•	•	•	•	•
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning						•	•	•
Extend Concepts and Word Knowledge								
Academic language	•	•	•	•	•	•	•	•
Classify and categorize	•	•	•	•	•	•	•	•
Abbreviations			•	•	•			•
Antonyms and synonyms			•	•T	•T	•T	•T	•T
Prefixes and suffixes			•	•	•	•	•	•T

Vocabulary and Concept Development <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Homographs and homophones				•	•T	•T	•T	•T
Multiple-meaning words			•	•T	•T	•T	•T	•T
Related words and derivations					•	•	•	•
Compound words			•	•	•	•	•	•
Figurative language and idioms			•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•				
High-utility words (shapes, colors, question words, position/directional words, and so on)	•	•	•	•				
Time and order words	•	•	•	•	•	•	•	•
Word origins: etymologies/word histories; words from other languages, regions, or cultures					•	•	•	•
Adages and sayings							•	
Analogies						•	•	•
Reading Comprehension	Pre-K	K	1	2	3	4	5	6
Comprehension Strategies								
Predict and set purpose to guide reading	•	•	•	•	•	•	•	•
Use background knowledge before, during, and after reading	•	•	•	•	•	•	•	•
Monitor and clarify by using fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from references sources and/or other people, skim and scan		•	•	•	•	•	•	•
Inferring		•	•	•	•	•	•	•
Questioning before, during, and after reading	•	•	•	•	•	•	•	•
Visualize—use mental imagery			•	•	•	•	•	•
Summarize text		•	•	•	•	•	•	•
Recall and retell stories	•	•	•	•	•	•	•	•
Important ideas (nonfiction) that provide clues to an author’s meaning			•	•	•	•	•	•
Text structure (nonfiction—such as cause/effect, chronological, compare/contrast, description)	•		•	•	•	•	•	•
Story structure (fiction—such as plot, problem/solution)	•		•	•	•	•	•	•
Create and use graphic and semantic organizers, including outlines, notes, summaries			•	•	•	•	•	•
Use strategies flexibly and in combination			•	•	•	•	•	•
Comprehension Skills								
Author’s purpose			•T	•T	•T	•T	•T	•T
Author’s viewpoint/bias							•T	•T
Categorize and classify	•	•	•	•				
Cause and effect		•	•T	•T	•T	•T	•T	•T
Compare and contrast		•	•T	•T	•T	•T	•T	•T
Draw conclusions and make inferences		•	•T	•T	•T	•T	•T	•T
Facts and details		•	•T	•T	•	•	•	•T
Fact and opinion (statements of fact and opinion)			•T	•T	•T	•T	•T	•T
Follow directions/steps in a process	•	•	•	•	•	•	•	•
Generalize					•T	•T	•T	•

Reading Comprehension <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Graphic sources (illustrations, photos, maps, charts, graphs, font styles, etc.)		•	•	•	•	•T	•T	•T
Main idea and supporting details		•T	•T	•T	•T	•T	•T	•T
Paraphrase				•	•	•	•	•
Persuasive devices and propaganda					•	•	•	•
Realism/fantasy	•	•T	•T					
Sequence of events	•	•T	•T	•T	•T	•T	•T	•T
Higher Order Thinking Skills								
Analyze				•	•	•	•	•
Analyze text with various organizational patterns					•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text			•	•	•	•	•	•
Evaluate and critique ideas and text			•	•	•	•	•	•
Draw inferences, conclusions, or generalizations; support them with textual evidence and prior knowledge		•	•T	•T	•T	•T	•T	•T
Make judgments about ideas and texts			•	•	•	•	•	•
Hypothesize					•	•	•	•
Make connections (text to self, text to text, text to world)	•	•	•	•	•	•	•	•
Organize and synthesize ideas and information			•	•	•	•	•	•T
Literary Response and Analysis	Pre-K	K	1	2	3	4	5	6
Genre and Its Characteristics								
Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)	•	•	•	•	•	•	•	•
Recognize characteristics of a variety of genre	•	•	•	•	•	•	•	•
Distinguish common forms of literature		•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, traditional tales		•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, newspaper articles		•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, blank verse	•	•	•	•	•	•	•	•
Literary Elements and Story Structure								
Character								
Recognize and describe traits, actions, feelings, and motives of characters		•	•	•	•	•	•	•
Analyze characters' relationships, changes, and points of view		•	•	•	•	•	•	•
Analyze characters' conflicts				•	•	•	•	•
Analyze the effect of character on plot and conflict					•	•	•	•
Plot and Plot Structure								
Beginning, middle, end	•	•	•	•	•	•		
Goal and outcome or problem and solution/resolution		•	•	•	•	•	•	•
Rising action, climax, and falling action/denouement; setbacks						•	•	•
Setting								
Relate setting to problem/solution		•	•	•	•	•	•	•
Explain ways setting contributes to mood						•	•	•
Theme				•T	•T	•T	•T	•T

Literary Response and Analysis <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Use Literary Elements and Story Structure	•	•	•	•	•	•	•	•
Analyze and evaluate author's use of setting, plot, character, and compare among authors				•	•	•	•	•
Identify similarities and differences of characters, events, and settings within or across selections/cultures		•	•	•	•	•	•	•
Literary Devices								
Dialect						•	•	•
Dialogue and narration	•		•	•	•	•	•	•
Identify the speaker or narrator in a selection		•	•	•	•	•		•
Exaggeration/hyperbole				•	•	•	•	•
Figurative language: idiom, jargon, metaphor, simile, slang				•	•	•	•	•
Flashback						•	•	•
Foreshadowing				•	•	•	•	•
Formal and informal language				•	•	•	•	•
Humor				•	•	•	•	•
Imagery and sensory words			•	•	•	•	•	•
Mood				•	•	•	•	•
Personification						•	•	•
Point of view (first-person, third-person, omniscient)					•	•	•	•
Puns and word play					•	•	•	•
Sound devices and poetic elements	•	•	•	•	•	•	•	•
Alliteration, assonance, onomatopoeia	•	•	•	•	•	•	•	•
Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•	•
Word choice		•	•	•	•	•	•	•
Symbolism							•	•
Tone						•	•	•
Author's and Illustrator's Craft								
Distinguish the roles of author and illustrator	•	•	•	•				
Recognize/analyze author's and illustrator's craft or style			•	•	•	•	•	•
Evaluate author's use of various techniques to influence readers' perspectives						•	•	•
Literary Response								
Recollect, talk, and write about books	•	•	•	•	•	•	•	•
Reflect on reading and respond (through talk, movement, art, and so on)	•	•	•	•	•	•	•	•
Ask and answer questions about text	•	•	•	•	•	•	•	•
Write about what is read		•	•	•	•	•	•	•
Use evidence from the text to support opinions, interpretations, or conclusions		•	•	•	•	•	•	•
Support ideas through reference to other texts and personal knowledge				•	•	•	•	•
Locate materials on related topic, theme, or idea				•	•	•	•	•
Make connections: text to self, text to text, text to world			•	•	•	•	•	•
Offer observations, react, speculate in response to text				•	•	•	•	•

Literary Response and Analysis <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Literary Appreciation/Motivation								
Show an interest in books and reading; engage voluntarily in social interaction about books	•	•	•	•	•	•	•	•
Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others	•	•	•	•	•	•	•	•
Read a variety of grade-level-appropriate narrative and expository texts		•	•	•	•	•	•	•
Read from a wide variety of genres for a variety of purposes		•	•	•	•	•	•	•
Read independently		•	•	•	•	•	•	•
Establish familiarity with a topic		•	•	•	•	•	•	•
Cultural Awareness								
Comprehend basic plots of classic tales from around the world			•	•	•	•	•	•
Compare and contrast tales from different cultures			•	•	•	•	•	•
Develop attitudes and abilities to interact with diverse groups and cultures	•	•	•	•	•	•	•	•
Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives	•	•	•	•	•	•	•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures		•	•	•	•	•	•	•
Recognize themes that cross cultures and bind them together in their common humanness		•	•	•	•	•	•	•

Language Arts

Writing	Pre-K	K	1	2	3	4	5	6
Concepts About Print for Writing								
Write uppercase and lowercase letters		•	•					
Print own name and other important words	•	•	•					
Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning	•	•	•					
Write consonant-vowel-consonant words		•	•					
Dictate messages or stories for others to write	•	•	•					
Create own written texts for others to read; write left to right on a line and top to bottom on a page	•	•	•					
Participate in shared and interactive writing	•	•	•					
Traits of Writing								
Focus/Ideas		•	•	•	•	•	•	•
State a clear purpose and maintain focus; sharpen ideas		•	•	•	•	•	•	•
Use sensory details and concrete examples; elaborate			•	•	•	•	•	•
Delete extraneous information			•	•	•	•	•	•
Use strategies, such as tone, style, consistent point of view, to achieve a sense of completeness						•	•	•
Organization		•	•	•	•	•T	•T	•T
Use graphic organizers to group ideas	•	•	•	•	•	•	•	•
Write coherent paragraphs that develop a central idea and have topic sentences and facts and details			•	•	•	•	•	•
Use transitions to connect sentences and paragraphs and establish coherence			•	•	•	•	•	•

Writing <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Select an organizational structure, such as comparison and contrast, categories, spatial order, climactic order, based on purpose, audience, length							•	•
Organize ideas in a logical progression, such as chronological order or order of importance	•	•	•	•	•	•	•	•
Write introductory, supporting, and concluding paragraphs					•	•	•	•
Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts					•	•	•	•
Write a multi-paragraph paper				•	•	•	•	•
Voice			•	•	•	•	•	•
Develop personal, identifiable voice and an individual tone/style			•	•	•	•	•	•
Maintain consistent voice and point of view						•	•	•
Use voice appropriate to audience, message, and purpose						•	•	•
Word Choice		•	•	•	•T	•T	•T	•T
Use clear, precise, appropriate language		•	•	•	•	•	•	•
Use figurative language and vivid words			•	•	•	•	•	•
Use sensory details, imagery, characterization			•	•	•	•	•	•
Select effective vocabulary using word walls, dictionary, or thesaurus		•	•	•	•	•	•	•
Sentences		•	•	•	•T	•T	•T	•T
Combine, elaborate, and vary sentences	•	•	•	•	•T	•T	•T	•T
Write topic sentence, supporting sentences with facts and details, and concluding sentence			•	•	•	•	•	•
Use correct word order		•	•	•	•	•	•	•
Conventions		•	•	•	•T	•T	•T	•T
Use correct spelling and grammar; capitalize and punctuate correctly		•	•	•	•	•	•	•
Correct sentence fragments and run-ons				•	•	•	•	•
Use correct paragraph indentation			•	•	•	•	•	•
The Writing Process								
Prewrite using various strategies	•	•	•	•	•	•	•	•
Develop first drafts of single- and multiple-paragraph compositions		•	•	•	•	•	•	•
Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration		•	•	•	•	•	•	•
Edit and proofread for correct conventions (spelling, grammar, usage, and mechanics)		•	•	•	•	•	•	•
Publish own work	•	•	•	•	•	•	•	•
Writing Genres								
Narrative writing (such as personal narratives, stories, biographies, autobiographies)	•	•	•T	•T	•T	•T	•T	•T
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)		•	•	•T	•T	•T	•T	•T
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)	•	•	•T	•T	•T	•T	•T	•T
Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)		•	•	•T	•T	•T	•T	•T
Notes and letters (such as personal, formal, and friendly letters, thank-you notes, and invitations)		•	•	•	•	•	•	•

Writing continued	Pre-K	K	1	2	3	4	5	6
Responses to literature			•	•	•	•	•	•
Writing Habits and Practices								
Write on a daily basis	•	•	•	•	•	•	•	•
Use writing as a tool for learning		•	•	•	•	•	•	•
Write independently for extended periods of time			•	•	•	•	•	•
Penmanship								
Gain increasing control of penmanship, including pencil grip, paper position, posture, stroke	•	•	•	•				
Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing		•	•	•	•	•	•	•
Write lowercase and uppercase letters	•	•	•	•	•	•	•	•
Manuscript	•	•	•	•	•	•	•	•
Cursive				•	•	•	•	•
Write numerals	•	•	•					
Written and Oral English Language Conventions	Pre-K	K	1	2	3	4	5	6
Grammar and Usage in Speaking and Writing								
Sentences								
Correct word order in written sentences		•	•	•				
Types (declarative, interrogative, exclamatory, imperative)	•	•	•T	•T	•T	•T	•T	•T
Structure (complete, incomplete, simple, compound, complex, compound-complex)	•	•	•	•T	•T	•T	•T	•T
Parts (subjects/predicates: complete, simple, compound; phrases; clauses)			•	•T	•T	•T	•T	•T
Fragments and run-on sentences		•	•	•	•	•	•	•
Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases			•	•	•	•	•	•
Transitions and conjunctions to connect ideas; independent and dependent clauses			•	•	•	•	•	•
Varied sentence types and sentence openings to present effective style						•	•	•
Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles		•	•	•T	•T	•T	•T	•T
Contractions			•	•T	•T	•T	•T	•T
Usage								
Subject-verb agreement		•	•	•T	•T	•T	•T	•T
Pronoun agreement/referents			•	•	•T	•T	•T	•T
Misplaced modifiers							•	•
Misused words					•		•	•
Negatives; avoid double negatives					•	•	•	•
Mechanics in Writing								
Capitalization (first word in sentence, proper nouns and adjectives, pronoun <i>I</i> , titles, months, days of the week, holidays, and so on)	•	•	•T	•T	•T	•T	•T	•T
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)		•	•T	•T	•T	•T	•T	•T

Written and Oral English Language Conventions <i>continued</i>								Pre-K	K	1	2	3	4	5	6	
Spelling																
Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet								•	•	•T	•	•	•	•	•	•
Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings									•	•T	•T	•T	•T	•T	•T	•T
Vowels: short, long, <i>r</i> -controlled, digraphs, diphthongs, less-common vowel patterns, schwa									•	•T	•T	•T	•T	•T	•T	•T
Use knowledge of word structure to spell										•	•	•	•	•	•	
Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words										•	•T	•T	•T	•T	•T	•T
Greek and Latin roots, syllable patterns, multisyllabic words										•	•	•	•	•	•	
Spell high-frequency, irregular words										•T	•T	•	•	•	•	
Spell frequently misspelled words correctly, including homophones or homonyms										•	•	•	•	•	•	
Use meaning relationships to spell												•	•	•	•	
Listening and Speaking								Pre-K	K	1	2	3	4	5	6	
Listening Skills and Strategies																
Listen to a variety of presentations attentively and politely								•	•	•	•	•	•	•	•	
Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions								•	•	•	•	•	•	•	•	
Listen for a purpose																
For enjoyment and appreciation								•	•	•	•	•	•	•	•	
To expand vocabulary and concepts								•	•	•	•	•	•	•	•	
To obtain information and ideas								•	•	•	•	•	•	•	•	
To follow oral directions								•	•	•	•	•	•	•	•	
To answer questions and solve problems								•	•	•	•	•	•	•	•	
To participate in group discussions								•	•	•	•	•	•	•	•	
To identify and analyze the musical elements of literary language								•	•	•	•	•	•	•	•	
To gain knowledge of one's own culture, the culture of others, and the common elements of cultures								•	•	•	•	•	•	•	•	
To respond to persuasive messages with questions or affirmations													•	•	•	
Determine purpose of listening										•	•	•	•	•	•	
Recognize formal and informal language										•	•	•	•	•	•	
Connect prior experiences to those of a speaker								•	•	•	•	•	•	•	•	
Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences									•	•	•	•	•	•	•	
Paraphrase, retell, or summarize information that has been shared orally										•	•	•	•	•	•	
Evaluate a speaker's delivery; identify tone, mood, and emotion											•	•	•	•	•	
Interpret and critique a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions												•	•	•	•	
Speaking Skills and Strategies																
Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes; sustain audience interest, attention								•	•	•	•	•	•	•	•	
Use proper intonation, volume, pitch, modulation, and phrasing									•	•	•	•	•	•	•	
Speak with a command of standard English conventions								•	•	•	•	•	•	•	•	
Use appropriate language for formal and informal settings								•	•	•	•	•	•	•	•	

• instructional opportunity T tested in standardized test format

Listening and Speaking <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Use visual aids to clarify oral presentations	•	•	•	•	•	•	•	•
Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion			•	•	•	•	•	•
Support opinions with detailed evidence and with visual or media displays					•	•	•	•
Emphasize key points to assist listener						•	•	•
Speak for a purpose								
To ask and answer questions	•	•	•	•	•	•	•	•
To give directions and instructions	•	•	•	•	•	•	•	•
To retell, paraphrase, or explain information	•	•	•	•	•	•	•	•
To communicate needs and share ideas and experiences	•	•	•	•	•	•	•	•
To describe people, places, things, locations, events, and actions		•	•	•	•	•		•
To participate in conversations and discussions	•	•	•	•	•	•	•	•
To express an opinion	•	•	•	•	•	•	•	•
To recite poems or songs or deliver dramatic recitations, interpretations, or performances	•	•	•	•	•	•	•	•
To deliver oral responses to literature	•	•	•	•	•	•	•	•
To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research)	•	•	•	•	•	•	•	•
Stay on topic; maintain a clear focus	•	•	•	•	•	•	•	•
Support spoken ideas with details and examples			•	•	•	•	•	•
Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	•	•	•	•	•	•	•	•
Viewing/Media	Pre-K	K	1	2	3	4	5	6
Interact with and respond to a variety of media for a range of purposes	•	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media				•	•	•	•	•
Analyze media						•	•	•
Evaluate media			•	•	•	•	•	•
Recognize bias and propaganda in media message					•	•	•	•
Recognize purpose and persuasion in media messages			•	•	•	•	•	•

Research Skills

Understand and Use Graphic Sources	Pre-K	K	1	2	3	4	5	6
Advertisement			•	•	•	•	•	•
Chart/table	•	•	•	•	•	•	•	•
Diagram/scale drawing			•	•	•	•	•	•
Graph (bar, circle, line, picture)		•	•	•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•	•
Poster/announcement	•	•	•	•	•	•	•	•
Schedule						•	•	•
Sign	•	•	•	•		•		•
Time line				•	•	•	•	•

Understand and Use Reference Sources	Pre-K	K	1	2	3	4	5	6
Know and use organizational features and parts of a book to locate information	•	•	•	•	•	•	•	•
Use alphabetical order			•	•	•	•	•	•
Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)	•	•	•	•	•	•	•	•
Almanac						•	•	•
Atlas				•	•	•	•	•
Card catalog/library database				•	•	•	•	•
Picture Dictionary		•	•	•				•
Dictionary/glossary				•	•T	•T	•T	•T
Encyclopedia			•	•	•	•	•	•
Magazine/periodical			•	•	•	•	•	•
Newspaper and newsletter			•	•	•	•	•	•
<i>Readers' Guide to Periodical Literature</i>						•	•	•
Technology (on- and offline electronic media)		•	•	•	•	•	•	•
Thesaurus				•	•	•	•	•
Study Skills and Strategies	Pre-K	K	1	2	3	4	5	6
Adjust reading rate			•	•	•	•	•	•
Clarify directions	•	•	•	•	•	•	•	•
Outline				•	•	•	•	•
Skim and scan			•	•	•	•	•	•
SQP3R						•	•	•
Summarize		•	•	•	•	•	•	•
Take notes, paraphrase, and synthesize			•	•	•	•	•	•
Use graphic and semantic organizers to organize information		•	•	•	•	•	•	•
Test-Taking Skills and Strategies	Pre-K	K	1	2	3	4	5	6
Understand the question, the vocabulary of tests, and key words			•	•	•	•	•	•
Answer the question; use information from the text (stated or inferred)	•	•	•	•	•	•	•	•
Write across texts				•	•	•	•	•
Complete the sentence				•	•	•	•	•
Technology/New Literacies	Pre-K	K	1	2	3	4	5	6
Non-Computer Electronic Media								
Audiotapes/CDs, videotapes/DVDs	•	•	•	•	•	•	•	•
Computer Programs/Services: Basic Operations and Concepts								
Use accurate computer terminology	•	•	•	•	•	•	•	•
Create, name, locate, open, save, delete, and organize files		•	•	•	•	•	•	•
Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)	•	•	•	•	•	•	•	•
Use basic keyboarding skills		•	•	•	•	•	•	•
Responsible Use of Technology Systems and Software								
Work cooperatively and collaboratively with others; follow acceptable-use policies	•	•	•	•	•	•	•	•
Recognize hazards of Internet searches					•	•	•	•
Respect intellectual property					•	•	•	•

Technology/New Literacies <i>continued</i>	Pre-K	K	1	2	3	4	5	6
Information and Communication Technologies:								
Information Acquisition								
Use electronic Web (nonlinear) navigation, online resources, databases, keyword searches				•	•	•	•	•
Use visual and nontextual features of online resources	•	•	•	•	•	•	•	•
Internet inquiry				•	•	•	•	•
Identify questions				•	•	•	•	•
Locate, select, and collect information				•	•	•	•	•
Analyze information				•	•	•	•	•
Evaluate electronic information sources for accuracy, relevance, bias					•	•	•	•
Understand bias/subjectivity of electronic content (about this site, author search, date created)					•	•	•	•
Synthesize information					•	•	•	•
Communicate findings				•	•	•	•	•
Use fix-up strategies (such as clicking <i>Back</i> , <i>Forward</i> , or <i>Undo</i> ; redoing a search; trimming the URL)					•	•	•	•
Communication								
Collaborate, publish, present, and interact with others		•	•	•	•	•	•	•
Use online resources (e-mail, bulletin boards, newsgroups)			•	•	•	•	•	•
Use a variety of multimedia formats			•	•	•	•	•	•
Problem Solving								
Use technology resources for solving problems and making informed decisions					•	•	•	•
Determine when technology is useful			•	•	•	•	•	•
The Research Process								
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research		•	•	•	•	•	•	•
Choose and evaluate appropriate reference sources		•	•	•	•	•	•	•
Locate and collect information including using organizational features of electronic text	•	•	•	•	•	•	•	•
Take notes/record findings		•	•	•	•	•	•	•
Combine and compare information			•	•	•	•	•	•
Evaluate, interpret, and draw conclusions about key information		•	•	•	•	•	•	•
Paraphrase and summarize information		•	•	•	•	•	•	•
Make an outline				•	•	•	•	•
Organize content systematically		•	•	•	•	•	•	•
Communicate information		•	•	•	•	•	•	•
Write and present a report		•	•	•	•	•	•	•
Include citations					•	•	•	•
Respect intellectual property/avoid plagiarism						•	•	•
Select and organize visual aids		•	•	•	•	•	•	•

Index

A

- Academic vocabulary**, K.1: 20, 27, 28, 34, 77, 78, 100, 124, 129, 144, 173, 174, 184, 196, 225, 279, 280, K.5: 27, 28, 40, 41, 42, 96, 125, 126, 202, 231, 232, 279, 290, 331, 332, 382, 383, 406, 435, 436, 481, 533, 534, 535, 585, 599, 608
- Access for All**, K.1: 12–13, 114–115, 210–211, 316–317, 422–423, 524–525, K.2: 12–13, 110–111, 210–211, 310–311, 412–413, 512–513, K.3: 12–13, 112–113, 212–213, 310–311, 410–411, 508–509, K.4: 12–13, 114–115, 210–211, 316–317, 422–423, 524–525, K.5: 12–13, 110–111, 216–217, 316–317, 420–421, 518–519, K.6: 12–13, 112–113, 210–211, 310–311, 412–413, 508–509
- advanced learners, for all units, SG•13–SG•18, SG•31–SG•36, SG•49–SG•54, SG•67–SG•72, SG•85–SG•90, SG•103–SG•108
- access content, K.1: 27, 101, 173, 215, 249, 303, 409, 511, 595, K.2: 57, 73, 75, 245, 255, 273, 317, 325, 385, 387, 447, 597, K.3: 147, 235, 297, 385, 471, 593, K.4: 275, 393, 577, K.5: 303, 487, 491, K.6: 43, 51, 87, 249, 255, 275, 399, 539, 569
- activate prior knowledge, K.1: 437, K.2: 17, 47, 85, 157, 315, K.3: 315, K.6: 99
- build background, K.2: 225, 241, 285, 517, K.3: 123, 233, 513, 523, K.4: 239, K.6: 23, 81, 381, 483, 547
- comprehension progress, K.1: 27, 58, 197, 239, 241, 256, 291, 499, K.2: 27, 187, 543, K.3: 127, 397, 443, 457, 531, 539, K.4: 27, 139, 255, 285, 297, 301, 427, 455, 483, 495, 523, 553, 587, 599, K.5: 45, 139, 190, 231, 248, 361, 394, 403, 407, 435, 563, 596, 609, K.6: 127, 143, 241, 325, 343, 443, 581
- concept development, K.2: 393, 579, K.3: 93, 488, 529, 575, K.4: 77, 89, 129, 147, 179, 191, 279, 291, 381, 489, 593, K.5: 91, 185, 197, 401, 425, 549, 603, K.6: 179, 291, 331, 393, 586
- conventions progress, K.1: 201, 487, 501, 585, K.2: 143, 475, 587, K.3: 29, K.4: 45, 201, 343, 439, 491, K.5: 199, 349
- fluency, K.2: 155, K.4: 339, 395, 593, K.6: 293
- handwriting, K.1: 38, 405, K.2: 23, 539, K.3: 223, 239, 321, K.4: 535, K.5: 342, K.6: 423
- high-frequency words, K.1: 23, 56, 126, 141
- letter recognition, K.1: 20, 25, 41, 97, 127, 143, 193, 223, 235, 239, 253, 325, 341, K.5: 341, 527
- phonics/word analysis progress, K.1: 139, 535, 553, K.2: 21, 37, 41, 55, 81, 119, 135, 239, 253, 293, 323, 395, 421, 455, 537, K.3: 21, 55, 121, 125, 155, 225, 319, 353, 419, 435, 453, 479, 533, K.4: 21, 37, 55, 91, 117, 133, 153, 223, 235, 335, 457, 533, 537, K.5: 25, 41, 81, 93, 135, 139, 199, 225, 229, 241, 245, 299, 329, 345, 403, 433, 445, 449, 489, 501, 531, 543, 547, 605, K.6: 21, 37, 55, 85, 95, 137, 155, 219, 385, 421, 437, 441, 491, 517, 533, 537, 577, 589
- phonological/phonemic awareness, K.1: 53, 85, 121, 137, 155, 159, 217, 323, 390, 393, 445, 463, 565, K.2: 35, 121, 179, 215, 221, 237, 291, 385, 483, 519, 553, K.3: 351, 417, K.4: 115, 131, 217, 317, 383, 515, K.5: 19, 117, 123, 151, 223, 257, 323, 427, K.6: 53, 83, 119, 217, 333, 419, 435, 549
- sentences and words, K.1: 87, 183, K.5: 83, 90, 189, 289, 393, 491, 595
- speaking/listening progress, K.1: 387, 427, K.4: 73, 243, 445, 541, K.5: 360, 403, 562, K.6: 473
- vocabulary progress, K.1: 23, 47, 57, 87, 91, 127, 149, 153, 159, 179, 191, 255, 361, 395, 443, 449, 457, 461, 493, 505, K.2: 121, 179, 215, 221, 237, 291, 321, 337, 345, 399, 423, 439, 551, 557, 559, K.3: 39, 139, 193, 337, 437, 528, 553, 555, K.4: 23, 121, 143, 221, 245, 249, 281, 321, 323, 359, 423, 437, 451, 479, 543, 547, 583, K.5: 16, 23, 33, 41, 51, 57, 155, 185, 197, 255, 261, 297, 355, 361, 391, 393, 401, 425, 455, 465, 529, 545, 553, 563, 595, 603, K.6: 39, 147, 151, 157, 183, 197, 253, 349, 439, 455, 543, 551
- writing progress, K.1: 173, 399, 557, K.2: 445, K.3: 45, 145, 287, 343, 387, 541, 583, K.4: 575, K.5: 73, 142, 293, 347, 452, 481, K.6: 89, 173, 243, 273, 301, 471, 499, 541, 583, 597
- ELL (English Language Learners) suggestions
- access content, K.1: 17, 33, 57, 77, 83, 87, 101, 175, 179, 215, 223, 249, 285, 347, 363, K.2: 145, 179, 377, 417, K.3: 81, 247, 339, 445, 571, K.4: 33, 47, 57, 175, 231, 239, 241, 245, 255, 331, 345, 351, 529, 543, K.5: 16, 25, 33, 47, 79, 97, 131, 141, 145, 149, 153, 155, 157, 181, 185, 189, 191, 203, 229, 245, 251, 263, 289, 303, 331, 337, 339, 449, 459, 351, 355, 357, 361, 389, 393, 459, 483, 553, 565, 591, 595, K.6: 117, 151, 157, 173, 255, 425, 477, 571
- build background/preview, K.1: 77, 87, 119, 215, 223, 321, 351, 361, 427, 609, K.2: 17, 115, 215, 315, 517, K.3: 17, 217, 243, 315, 513, K.4: 17, 315, 417, 513, K.5: 17, 25, 115, 141, 221, 229, 251, 321, 339, 351, 425, K.6: 17, 47, 89, 121, 133, 215, 315, 417, 433, 447, 481, 485, 495, 513, 529, 555, 569, 575, 593
- cognates, K.1: 555, K.2: 43, 231, 343, K.3: 379, K.4: 237, K.5: 43, 247, K.6: 147, 175, 249
- comprehension support, K.1: 27, 79, 97, 127, 129, 143, 175, 183, 193, 225, 239, 279, 281, 289, 299, 329, 345, 359, 395, 497, 501, 515, 595, K.2: 193, 241, 257, 545, 583, K.3: 85, 185, 383, 579, K.4: 81, 283, 385, 441, 481, 541, 585, K.5: 41, 57, 93, 125, 143, 153, 189, 245, 249, 289, 291, 347, 393, 403, 533, 565, 587, 595, 605, K.6: 85, 159, 183, 537, 579
- concept support, K.1: 95, 201, 296, 307, 355, 402, 413, 603, K.2: 101, 149, 201, 301, 403, 492, 503, 533, 601, K.3: 103, 117, 203, 401, 597, K.4: 99, 201, 290, 301, 403, 488, 499, 603, K.5: 59, 79, 90, 101, 197, 207, 237, 297, 307, 401, 411, 441, 499, 523, 603, 613, K.6: 103, 201, 301, 331, 349, 451, 547
- conventions support, K.1: 147, 243, 333, K.2: 45, 273, K.3: 45, 145, 189, 387, 443, K.4: 125, 227, 273, 281, 287, 327, 349, 351, 375, 485, 589, K.5: 45, 179, K.6: 75, 343, 583
- handwriting support, K.2: 137, K.6: 237
- letter recognition, K.1: 21, 39, 41, 55, 123, 127, 219, 341
- oral comprehension support, K.1: 127, 225, 437, 539, K.2: 27, 125, 197, 225, 325, 527, K.3: 27, 127, 325, 523, K.4: 123, 325, 427, K.5: 27, 125, 231, 331, 435, K.6: 27, 127, 225, 325, 427, 523
- phonemic/phonological support, K.1: 19, 35, 53, 121, 137, 323, 339, 357, 393, 429, 531, 547, 593, K.2: 19, 35, 117, 133, 151, 217, 233, 251, 317, 333, 419, 435, 519, 535, K.3: 19, 53, 119, 219, 253, 317, 333, 351, 417, 451, 515, K.4: 19, 35, 115, 131, 173, 217, 233, 251, 317, 319, 333, 351, 419, 479, 515, 533, 583, K.5: 19, 21, 35, 53, 81, 117, 123, 133, 151, 187, 223, 239, 323, 427, 443, 525, 541, K.6: 35, 83, 119, 135, 217, 233, 317, 333, 351, 435, 479, 515, 531, 549, 577, 589
- phonics support, K.1: 325, 431, 533, K.2: 21, 223, 521, 525, K.3: 21, 35, 435, K.4: 21, 25, 37, 219, 235, 253, 293, 421, 425, 495, 517, 521, 551, K.5: 199, 225, 229, 245, 287, 325, 329, 341, 391, 403, 429, 433, 449, 527, 531, 593, K.6: 37, 95, 155, 235, 319, 323, 335, 339, 421, 437, 455, 517, 533, 551
- print awareness, K.1: 25, 537, K.3: 353
- professional development, K.1: 95, 125, 279, K.5: 135, 291, 451, 549
- speaking/listening support, K.1: 27, 79, 385, K.3: 227, 473, K.4: 113, 215, 243, K.5: 27, 51, 75, 143, 281, 327, 331, 385, 587, K.6: 275, 473
- visual support, K.1: 25, 43, 51, 119, 153, 197, 215, 461, K.5: 255, 425, 433, 441
- vocabulary support, K.1: 23, 33, 43, 45, 47, 51, 57, 89, 90, 127, 135, 141, 149, 153, 159, 215, 221, 237, 241, 249, 255, 327, 337, 343, 391, 433, 493, 545, 551, 555, 569, K.2: 39, 201, 237, 301, 321, 337, 389, 403, 439, 503, 523, 547, 579, 601, K.3: 23, 103, 147,

175, 203, 239, 321, 330, 337, 401, 431, 437, 519, 535, 597,
K.4: 99, 119, 197, 201, 301, 321, 323, 330, 349, 403, 423, 439,
445, 499, 519, 528, 535, 537, 603, K.5: 23, 39, 51, 57, 101,
115, 121, 139, 149, 155, 207, 227, 237, 243, 255, 259, 261,
265, 286, 307, 321, 327, 337, 345, 349, 355, 361, 411, 431,
441, 447, 455, 459, 465, 491, 539, 545, 547, 557, 563, 613,
K.6: 23, 87, 103, 123, 125, 139, 145, 179, 201, 221, 231,
245, 301, 321, 330, 337, 345, 353, 381, 423, 441, 519, 535,
543, 553

writing support, K.1: 29, 105, 173, 187, 245, 293, 385, 399, 487,
599, K.2: 47, 187, 245, 447, 489, 545, 573, K.3: 345, 471, 525,
K.4: 85, 337, 581, K.5: 73, 87, 139, 193, 207, 221, 279, 293, 397,
481, 495, 599, K.6: 273, 375, 525, 541, 597

On-level learners, all units SG•2–SG•7, SG•20–SG•25, SG•38–SG•43,
SG•56–SG•61, SG•74–SG•79, SG•92–SG•97

K.1: 25, 41, 57, 87, 97, 127, 143, 159, 183, 193, 223, 239, 255,
289, 299, 329, 345, 361, 395, 405, 435, 451, 467, 497, 507, 537,
553, 569, 595, 605, K.2: 25, 41, 57, 83, 93, 123, 139, 155, 183,
193, 223, 239, 255, 283, 293, 323, 339, 355, 385, 395, 425, 441,
457, 485, 495, 525, 541, 557, 583, 593, K.3: 25, 41, 57, 85, 95,
125, 141, 157, 185, 195, 225, 241, 257, 283, 293, 323, 339, 355, 383,
393, 423, 439, 455, 481, 491, 521, 537, 553, 579, 589, K.4: 25, 41, 57,
81, 91, 121, 137, 153, 183, 193, 223, 239, 255, 283, 293, 323, 339,
355, 385, 395, 425, 441, 457, 481, 491, 521, 537, 553, 585, 595,
K.5: 25, 41, 57, 83, 93, 123, 139, 155, 189, 199, 229, 245, 261, 289,
299, 329, 345, 361, 393, 403, 433, 449, 465, 491, 501, 531, 547, 563,
595, 605, K.6: 25, 41, 57, 85, 95, 125, 141, 157, 183, 193, 223, 239,
255, 283, 293, 323, 339, 355, 385, 395, 425, 441, 457, 481, 491, 521,
537, 553, 579, 589

strategic intervention, all units SG•2–SG•7, SG•20–SG•25, SG•38–SG•43,
SG•56–SG•61, SG•74–SG•79, SG•92–SG•97

K.1: 25, 41, 57, 87, 97, 127, 143, 159, 183, 193, 223, 239, 255,
289, 299, 329, 345, 361, 395, 405, 435, 451, 467, 497, 507, 537,
553, 569, 595, 605, K.2: 25, 41, 57, 83, 93, 123, 139, 155, 183, 193,
223, 239, 255, 283, 293, 323, 339, 355, 385, 395, 425, 441, 457,
485, 495, 525, 541, 557, 583, 593, K.3: 25, 41, 57, 85, 95, 125, 141,
157, 185, 195, 225, 241, 257, 283, 293, 323, 339, 355, 383, 393,
423, 439, 455, 481, 491, 521, 537, 553, 579, 589, K.4: 25, 41, 57, 81, 91,
121, 137, 153, 183, 193, 223, 239, 255, 283, 293, 323, 339, 355, 385,
395, 425, 441, 457, 481, 491, 521, 537, 553, 585, 595, K.5: 25, 41, 57,
83, 93, 123, 139, 155, 189, 199, 229, 245, 261, 289, 299, 329, 345, 361,
393, 403, 433, 449, 465, 491, 501, 531, 547, 563, 595, 605, K.6: 25, 41,
57, 85, 95, 125, 141, 157, 183, 193, 223, 239, 255, 283, 293, 323, 339,
355, 385, 395, 425, 441, 457, 481, 491, 521, 537, 553, 579, 589

Access Text, K.1: 60–75, 161–171, 258–277, 364–383, 469–485, 572–582,
K.2: 60–71, 158–171, 258–271, 358–373, 459–473, 560–571, K.3: 60–73,
160–173, 260–271, 358–371, 458–469, 556–567, K.4: 59–69, 156–171,
258–271, 358–373, 458–469, 555–573, K.5: 60–71, 158–177, 264–277,
363–381, 468–479, 566–583, K.6: 59–73, 160–171, 257–271, 358–373,
459–469

Achieving English proficiency. See *Access for All*, ELL (English Language Learners) suggestions.

Activate prior knowledge. See *Content knowledge*; *Prereading strategies*.

Adjectives, K.1: 226, 229, 243, 247, 292, 306, 384, 389, K.2: 226, 229, 243,
286, 300, 326, 343, 347, 374, 379, 388, 391, 402, 428, 431, 445, 474, 488,
502, 528, 545, 572, 586, 600, K.3: 74, 78, 79

Advanced learners. See *Access for All*.

Affixes. See *Word analysis*.

Alphabetic principle. The alphabetic principle is introduced, reinforced, and applied throughout all *Word Work* lessons.

Amazing Words. See *Content knowledge*.

Analyzing. See *Connections, making, text to text*; *Reading and Writing across Texts*.

Animal fantasy. See *Genres*.

Answering questions. See *Listening, activities, Speaking*.

Antonyms, K.1: 249, K.2: 428, 431, 445, 488, 502, 572, K.3: 445, 446, 486,
K.5: 534, 598. See also *Vocabulary skills/strategies*.

Appreciating literature. See *Literary response and appreciation, Response to literature*.

Art activities. See *Cross-curricular connections, Independent Practice Stations*.

Asking questions. See *Listening, activities, Speaking*.

Assessment

classroom-based. "If/then" feedback and progress monitoring opportunities appear throughout lessons and *Guide Comparison* questions.

comprehension, K.1: 102–103, 198–199, 304–305, 410–411, 512–513,
610–611, K.2: 98–99, 198–199, 298–299, 400–401, 500–501, 598–599,
K.3: 100–101, 200–201, 298–299, 398–399, 496–496, 594–595,
K.4: 96–97, 198–199, 298–299, 400–401, 496–497, 600–601,
K.5: 98–99, 204–205, 304–305, 408–409, 506–507, 610–611,
K.6: 100–101, 198–199, 298–299, 400–401, 496–497, 594–595

formative, K.1: 19, 37, 55, 85, 95, 121, 135, 139, 158, 181, 191, 217, 235,
253, 323, 429, 531, K.2: 19, 37, 81, 117, 135, 180, 217, 235, 280, 317,
335, 382, 419, 437, 482, 519, 537, 580, K.3: 19, 37, 82, 119, 137, 182,
219, 237, 280, 317, 335, 380, 417, 435, 478, 515, 533, 576, K.4: 19,
37, 78, 121, 133, 180, 217, 235, 280, 323, 335, 382, 429, 437, 478,
531, 533, 582, K.5: 19, 37, 55, 80, 91, 117, 135, 153, 186, 197, 223,
241, 259, 286, 297, 323, 341, 359, 390, 401, 427, 445, 463, 488, 499,
525, 543, 561, 592, 603, K.6: 19, 37, 82, 119, 137, 180, 217, 235, 280,
317, 335, 382, 419, 437, 478, 515, 533, 576

phonics, K.1: 96–97, 194–195, 300–301, 406–407, 508–509, 606–607,
K.2: 94–95, 194–195, 294–295, 396–397, 496–497, 594–595,
K.3: 96–97, 196–197, 294–295, 394–395, 492–493, 590–591,
K.4: 92–93, 194–195, 294–295, 396–397, 492–493, 596–597,
K.5: 94–95, 200–201, 300–301, 404–405, 502–503, 606–607,
K.6: 96–97, 194–195, 294–295, 396–397, 492–493, 590–591

progress monitoring

high-frequency words, K.1: 55, 98–99, 157, 253, 359, 465, 567,
K.2: 55, 153, 253, 353, 455, 555, K.3: 55, 155, 255, 353, 453,
551, K.4: 55, 151, 253, 353, 455, 551, K.5: 55, 153, 259, 359,
463, 561, K.6: 55, 155, 253, 353, 455, 551

letter recognition, K.1: 98–99, 139, 194, 235, 495, 593

oral vocabulary, K.1: 95, 191, 297, 403, 505, 603, K.2: 91, 191, 291,
393, 493, 591, K.3: 93, 193, 291, 391, 489, 587, K.4: 89, 191,
291, 393, 489, 593, K.5: 91, 197, 297, 401, 499, 603, K.6: 93,
191, 291, 393, 489, 587

phonemic awareness, K.1: 19, 121, 217, 323, 390, 393, 427, 429,
531, K.2: 19, 117, 217, 317, 419, 519, K.3: 19, 119, 219, 317,
417, 515, K.4: 19, 121, 217, 323, 429, 531, K.5: 19, 117, 186,
223, 286, 323, 427, 488, 525, 592, K.6: 19, 119, 217, 317,
419, 515

retelling, K.1: 42–43, 144–145, 240, 347, 453, 554, K.2: 42, 140,
240, 340, 442, 542, K.3: 42, 142, 242, 340, 440, 538, K.4: 42,
138, 240, 340, 442, 538, K.5: 42–43, 140–141, 246–247, 341,
346–347, 450–451, 548–549, K.6: 42, 142, 240, 340, 442, 538

sound spelling, K.1: 447, 549, K.2: 37, 135, 235, 335, 437, 537,
K.3: 37, 137, 237, 335, 435, 533, K.4: 37, 133, 235, 335, 437,
533, K.5: 37, 135, 241, 341, 445, 543, K.6: 37, 137, 235, 335,
437, 533

word reading, K.1: 55, 98–99, 157, 253, 359, 465, 567, K.2: 55, 153,
253, 353, 455, 555, K.3: 55, 155, 255, 353, 453, 551, K.4: 55,
151, 253, 353, 455, 551, K.5: 55, 153, 259, 359, 463, 561,
K.6: 55, 155, 253, 353, 455, 551

Authors (of reading selections)

Baer, Edith, K.5: 566–583
Bodach, Vijaya Khisty, K.2: 60–71
Carle, Eric, K.4: 58–69
Chaconas, Dori, K.4: 257–271
Crummel, Susan Stevens, K.1: 258–277
Demarest, Chris L., K.5: 158–177
Dorros, Arthur, K.4: 555–573
Fertig, Dennis, K.3: 260–271
Gorbachev, Valeri, K.4: 358–373
Hoberman, Mary Ann, K.2: 560–571
Kasza, Keiko, K.4: 155–171
Keller, Holly, K.3: 357–371
Latham, Donna, K.5: 468–479
Longo, Donna, K.1: 161–171
Lorenz, Anthony, K.6: 459–469
Lyon, George Ella, K.5: 264–277
Martin-James, Kathleen, K.6: 257–271
Mayo, Margaret, K.1: 571–583
Nevius, Carol, K.6: 59–73
Piper, Watty, K.5: 363–381
Robinson, Fay, K.4: 459–469
Roth, Carol, K.1: 60–75
Rotner, Shelley, K.2: 158–171
Ryder, Joanne, K.3: 60–73
Sato, Tracy, K.3: 457–469
Schofield, Jennifer, K.2: 258–271
Scieszka, Jon, K.1: 468–485
Segal, John, K.6: 358–373
Shulman, Lisa, K.6: 160–171
Slate, Joseph, K.1: 364–383
Stevens, Janet, K.1: 258–277
Tagliaferro, Linda, K.6: 556–567
Thompson, Lauren, K.3: 159–173
Wallace, Karen, K.2: 459–473
Watts, Bernadette, K.3: 556–567
Wells, Rosemary, K.5: 60–71
Wilson, Karma, K.2: 358–373

Authors, program

Afflerbach, Peter
Blachowicz, Camille
Boyd, Candy Dawson
Izquierdo, Elena
Juel, Connie
Kame'enui, Edward
Leu, Donald
Paratore, Jeanne R.
Pearson, P. David
Sebesta, Sam
Simmons, Deborah
Taffe, Susan Watts
Tatum, Alfred
Vaughn, Sharon
Wixson, Karen Kring

Automaticity. See Fluency, reading, word reading.

B

Background, build. See Prereading strategies.

Big Book, K.1: 42–43, 60–75, 89, 144–145, 160–171, 185, 240–241, 257–277, 291, 346–347, 364–383, 397, 452–453, 468–485, 499, 554–555, 572–583, 597, K.2: 42–43, 60–71, 85, 140–141, 158–171, 185, 240–241, 258–271, 285, 340–341, 358–373, 387, 442–443, 459–473, 487, 542–543, 560–571, 585, K.3: 42–43, 60–73, 87, 242–243, 260–271, 285, 440–441, 457–469,

483, K.4: 42–43, 58–69, 83, 240–241, 257–271, 285, 442–443, 459–469, 483, K.5: 42–43, 60–71, 85, 246–247, 264–277, 291, 450–451, 468–479, 493, K.6: 42–43, 59–73, 87, 240–241, 257–271, 285, 442–443, 459–469, 483

Bilingual children. See Access for All, ELL (English Language Learners) suggestions.

Book cover. See Parts of a book.

Book parts. See Parts of a book.

C

Calendar. See Graphic sources.

Capitalization

nouns, proper, K.2: 126, 129, 143, 186, 200, 272
sentence, K.3: 524, 541, 582, 596, 599, K.4: 70, 226, 243, 286, 300, 326, 343, 388, 402, 428, 445, 470, 484, 498, 574, K.5: 28, 45, 86, 100, 103, 126, 143, 178, 192, 206, 278, K.6: 226, 243, 286, 300, 326, 329, 343, 374, 388, 402, 428, 445, 470, 484, 498, 541, 56
See also Writing process, proofread/edit.

Categorize. See Classify/categorize.

Cause and effect, K.3: 226–227, 242, 245, 249, 258, 260, 266, 269, 271, 284, 298–299, K.4: 122–123, 138, 140, 154, 156, 159, 161, 162, 163, 176, 184, 198–199, 206, 220–221, K.5: 124–125, 141, 142, 147, 148–149, 156, 158, 165, 171, 176, 180, 190, 204–205, 208, 214, 228–229, 232, 492, 497, 582, 587

Central message of text. See Main idea and details.

Character, K.1: 26–27, 44–45, 49, 58, 88, 93, 102–103, 106, 184, 436–437, 441, 454–455, 468, 498, 512–513, 543, K.3: 159, 384, 389, K.4: 324–325, 343, 347, 356, 367, 386, 400–401, K.5: 394, K.6: 126–127, 131, 142, 145, 158, 184, 198–199, 328, 347, 376–377. See also Listening, comprehension.

Chronology. See Sequence.

Classic book. See Genres.

Classify/categorize, K.1: 330–331, 348–349, 353, 362, 389, 396, 410–411, 415, 538–539, 543, 556–557, 561, 570, 596, 601, 610–611, K.2: 84, 89, 486, 491, K.4: 426–427, 431, 445, 458, 466, 469, 475, 482, 496–497

Classroom-based assessment. See Assessment, progress monitoring.
In addition, "If/then" corrective feedback opportunities occur throughout lessons and Guide Comprehension questions.

Classroom management, K.1: 7–13, 109–115, 205–211, 311–317, 417–423, 519–525, K.2: 7–13, 105–111, 205–211, 305–311, 407–413, 507–513, K.3: 7–13, 107–113, 207–213, 305–311, 405–411, 503–509, K.4: 7–13, 103–109, 205–211, 305–311, 407–413, 503–509, K.5: 7–13, 105–111, 211–217, 311–317, 415–421, 513–519, K.6: 7–13, 107–113, 205–211, 305–311, 407–413, 503–509

Close reading, K.1: 60–75, 161–171, 258–277, 364–383, 469–485, 572–582, K.2: 60–71, 158–171, 258–271, 358–373, 459–473, 560–571, K.3: 60–73, 160–173, 260–271, 358–371, 458–469, 556–567, K.4: 59–69, 156–171, 258–271, 358–373, 458–469, 555–573, K.5: 60–71, 158–177, 264–277, 363–381, 468–479, 566–583, K.6: 59–73, 160–171, 257–271, 358–373, 459–469

Color words. See Vocabulary skills/strategies.

Communication, oral. See Listening, Speaking.

Community, involvement of. See School-home connection.

Compare and contrast, K.1: 401, K.2: 26–27, 42, 45, 49, 58, 61, 67, 84, 89, 98–99, 284, 289, 431, K.3: 26–27, 45, 58, 65, 73, 86, 98–99, 100–101, 284, 289, 482, 487, K.4: 82, 168, K.5: 160, 161, 230–231, 248, 249, 253, 262, 265, 266, 275, 283, 290, 295, 304–305, 365, 370, 578, 579, K.6: 26–27, 45, 58, 61, 62, 64, 66, 68, 72, 79, 86, 91, 100–101, 171, 277, 562, 564, 580.
See also Listening, comprehension.

Composition. See Writing forms/products, Writing modes, Writing process, Writing purpose.

Compound words. See Vocabulary skills/strategies, Word analysis.

Comprehension skills, explicit/implicit instruction. See Cause and effect; Character; Classify/categorize; Compare and contrast; Conclusions, draw; Graphic sources; Main idea and details; Plot; Realism and fantasy; Sequence; Setting.

Comprehension strategies, explicit/implicit instruction. See Graphic and semantic organizers, Predict, Prereading strategies, Text features.

Concept book. See Genres.

Concepts of print. See Print awareness.

Conclusions, draw, K.3: 424–425, 443, 447, 456, 458, 460, 462, 465, 482, 496–497, **K.4:** 260, 263, 284, **K.5:** 173, 290, 379, 532–533, 548, 551, 564, 567, 568, 570, 574, 580, 582, 596, 610–611, 614, **K.6:** 86, 258, 386, 522–523, 538, 541, 545, 554, 558, 559, 560, 563, 565, 580, 594–595, 599

Connections, making

text to self, **K.1:** 44–45, 91, 130, 146, 187, 242, 293, 454, 501, **K.2:** 44, 142, 187, 287, 389, 489, **K.3:** 89, 145, 189, 342, 387, 485, **K.4:** 45, 85, 141, 187, 389, 445, **K.5:** 44, 87, 169, 349, 551, 576, **K.6:** 44, 89, 145, 187, 389, 485

text to text, **K.1:** 557, **K.2:** 87, 444, 545, **K.3:** 244, **K.4:** 243, 287, **K.5:** 348, **K.6:** 44, 342, 540

text to world, **K.1:** 348, 399, **K.2:** 242, 342, **K.3:** 44, 287, 443, 541, **K.4:** 342, 485, 540, **K.5:** 142, 193, 249, 287, 293, 397, 452, 485, 495, **K.6:** 243, 287, 445

See also Cross-curricular connections.

Connotation/denotation, K.5: 612

Content knowledge

Amazing Words, **K.1:** 8, 16–17, 32–33, 42–43, 50–51, 82–83, 94–95, 106–107, 110–111, 118–119, 134–135, 152–153, 178–179, 190–191, 212, 215, 230–231, 248–249, 284–285, 296–297, 321, 336–337, 354–355, 390–391, 402–403, 427, 442–443, 460–461, 492–493, 504–505, 529, 544–545, 562–563, 590–591, 602–603, **K.2:** 17, 32–33, 50–51, 78–79, 90–91, 115, 130–131, 148–149, 178–179, 190–191, 215, 230–231, 248–249, 278–279, 290–291, 315, 330–331, 348–349, 380–381, 392–393, 417, 432–433, 450–451, 480–481, 492–493, 517, 532–533, 550–551, 578–579, 590–591, **K.3:** 17, 32–33, 50–51, 80–81, 92–93, 117, 132–133, 150–151, 180–181, 192–193, 217, 232–233, 250–251, 278–279, 290–291, 315, 330–331, 348–349, 379–380, 390–391, 415, 430–431, 448–449, 476–477, 488–489, 513, 528–529, 546–547, 574–575, 586–587, **K.4:** 6–17, 32–33, 50–51, 76–77, 88–89, 112–113, 128–129, 146–147, 178–179, 190–191, 214–215, 220–221, 248–249, 278–279, 290–291, 314–315, 330–331, 348–349, 380–381, 392–393, 416–417, 432–433, 450–451, 476–477, 488–489, 512–513, 546–547, 580–581, 592–593, **K.5:** 17, 32–33, 42–43, 50–51, 78–79, 90–91, 102, 115, 130–131, 148–149, 184–185, 196–197, 208, 221, 236–237, 254–255, 284–285, 296–297, 321, 336–337, 354–355, 388–389, 400–401, 425, 440–441, 460–461, 486–487, 498–499, 510, 514, 523, 538–539, 556–557, 590–591, 602–603, **K.6:** 16–17, 32–33, 42–43, 50–51, 80–81, 92–93, 117, 132–133, 150–151, 178–179, 190–191, 215, 230–231, 248–249, 278–279, 290–291, 315, 330–331, 348–349, 380–381, 392–393, 417, 432–433, 450–451, 476–477, 488–489, 513, 528–529, 546–547, 574–575, 586–587

build oral language, **K.1:** 16, 17, 32, 42, 50, 82, 94, 106, 110, 118, 119, 134, 152, 178, 190, 215, 230, 248, 284, 296, 321, 336, 354, 390, 402, 427, 442, 460, 492, 504, 529, 544, 562, 590, 602, **K.2:** 17, 32, 50, 78, 90, 115, 130, 148, 178, 190, 215, 230, 248, 278, 290, 315, 330, 348, 380, 392, 417, 432, 450, 480, 492, 517, 532, 550, 578, 590, **K.3:** 17, 32, 50, 80, 92, 117, 132, 150, 180, 192, 217, 232, 250, 278, 290, 315, 330, 348, 379, 390, 415, 430, 448, 476, 488,

513, 528, 546, 574, 586, **K.4:** 16, 17, 32–33, 50–51, 76–77, 88–89, 112–113, 128–129, 146–147, 178–179, 190–191, 214–215, 220, 230, 248, 278, 290, 314–315, 330, 348, 380, 392, 416–417, 432, 450, 476, 488, 512, 513, 514, 528, 546, 580, 592, **K.5:** 17, 32, 42, 50, 78, 90, 106, 115, 130, 148, 184, 196, 212, 221, 236, 254, 284, 296, 321, 336, 354, 388, 400, 425, 440, 460, 486, 498, 523, 538, 556, 590, 602, **K.6:** 16–17, 32, 42, 50, 80, 92, 117, 132, 150, 178, 190, 215, 230, 248, 278, 290, 315, 330, 348, 380, 392, 417, 432, 450, 476, 488, 513, 528, 546, 574, 586

build oral vocabulary, **K.1:** 8, 17, 33, 43, 51, 83, 95, 107, 111, 119, 135, 153, 179, 191, 215, 231, 249, 285, 297, 321, 337, 355, 391, 403, 427, 443, 461, 493, 505, 529, 545, 563, 591, 603, **K.2:** 17, 33, 51, 79, 91, 115, 131, 149, 179, 191, 215, 231, 249, 279, 291, 315, 331, 349, 381, 393, 417, 433, 451, 481, 493, 517, 533, 551, 579, 591, **K.3:** 17, 33, 51, 81, 93, 117, 133, 151, 181, 193, 217, 233, 251, 279, 291, 315, 331, 349, 380, 391, 415, 431, 449, 477, 489, 513, 529, 547, 575, 587, **K.4:** 17, 33, 51, 77, 89, 113, 129, 147, 179, 191, 215, 221, 231, 249, 279, 291, 315, 331, 349, 381, 393, 417, 433, 451, 477, 489, 513, 529, 547, 581, 593, **K.5:** 17, 33, 43, 51, 79, 91, 115, 131, 149, 185, 197, 221, 237, 255, 285, 297, 321, 337, 355, 389, 401, 425, 441, 461, 487, 499, 523, 539, 557, 591, 603, **K.6:** 17, 33, 43, 51, 81, 93, 117, 133, 151, 179, 191, 215, 231, 249, 279, 291, 315, 331, 349, 381, 393, 417, 433, 451, 477, 489, 513, 529, 547, 575, 587

Contrasting. See Compare and contrast.

Conventions of standard language. See Adjectives; Capitalization; Exclamation mark; Nouns; Period; Prepositions and prepositional phrases; Pronouns; Question mark; Sentences; Subject-verb agreement; Verbs; Writing process, proofread/edit.

Cover. See Parts of a book.

Creative/dramatic activities. See Cross-curricular connections, Listening, Response to literature, Speaking.

Critical thinking. See Cause and effect; Compare and contrast; Conclusions, draw; Predict.

Cross-curricular connections

art, **K.1:** 589, **K.4:** 203, **K.5:** 89, 413, 457, **K.6:** 203

drama, **K.3:** 403, **K.4:** 87, 501, **K.5:** 209, 413, **K.6:** 177, 449

health, **K.1:** 589

math, **K.1:** 107, 415, 615, **K.2:** 103, 303, 347, 505, 531, 589, 603, **K.3:** 49, 79, 205, 289, **K.4:** 101, 127, 247, 303, 329, 379, 405, 487, 501, 605, **K.5:** 129, 235, 283, 537, 615, **K.6:** 203, 379, 405, 501

music, **K.6:** 177

science, **K.1:** 49, 81, 189, 203, 247, 309, 459, 543, 561, 589, 601, **K.2:** 31, 49, 89, 103, 129, 147, 177, 189, 203, 229, 247, 277, 303, 329, 347, 379, 391, 405, 431, 449, 479, 505, 531, 549, 577, 589, **K.3:** 31, 79, 91, 105, 149, 179, 329, 347, 377, 389, 403, 545, 573, 585, 599, **K.4:** 101, 127, 177, 189, 203, 247, 277, 289, 303, 391, 405, 431, 449, 487, 501, **K.5:** 89, 103, 129, 183, 195, 387, 511, 589, **K.6:** 31, 49, 79, 91, 105, 131, 149, 177, 189, 247, 277, 289, 303, 379, 405, 431, 449, 501, 527, 545, 573, 585, 599

social studies, **K.1:** 8, 31, 93, 110, 133, 151, 177, 206, 229, 283, 295, 335, 353, 389, 401, 415, 441, 491, 503, 517, 615, **K.2:** 77, 289, 491, 603, **K.3:** 91, 105, 131, 191, 205, 231, 249, 277, 289, 303, 403, 429, 447, 475, 487, 501, 527, **K.4:** 31, 49, 75, 87, 145, 229, 329, 347, 379, 405, 475, 501, 527, 545, 579, 591, 605, **K.5:** 31, 49, 77, 89, 103, 106, 129, 147, 183, 209, 212, 235, 253, 283, 295, 309, 312, 335, 353, 399, 413, 416, 439, 457, 485, 497, 511, 514, 537, 555, 589, 601, 615, **K.6:** 149, 203, 229, 303, 329, 347, 391, 475, 487, 501

See also Independent Practice Stations.

Cross-text evaluation. See Connections, making, text to text; Reading and Writing across Texts.

Cross-textual comparisons. See Connections, making; Reading and Writing Across Texts.

D

Decodable Reader. See Decodable text.

Decodable Story. See Decodable text.

Decodable text

Decodable Reader, K.1: 40–41, 142–143, 238–239, 344–345, 450–451, 552–553, K.2: 40–41, 138–139, 238–239, 338–339, 440–441, 540–541, K.3: 40–41, 140–141, 240–241, 338–339, 438–439, 536–537, K.4: 40–41, 136–137, 238–239, 338–339, 440–441, 536–537, K.5: 40–41, 139–139, 244–245, 344–345, 448–449, 546–547, K.6: 40–41, 140–141, 238–239, 338–339, 440–441, 536–537

Decodable Story, K.1: 24–25, 126–127, 222–223, 328–329, 434–435, 536–537, K.2: 24–25, 122–123, 222–223, 322–323, 424–425, 524–525, K.3: 24–25, 124–125, 224–225, 321, 322–323, 422–423, 520–521, K.4: 24–25, 120–121, 222–223, 322–323, 424–425, 520–521, K.5: 24–25, 122–123, 228–229, 328–329, 432–433, 530–531, K.6: 24–25, 124–125, 222–223, 322–323, 424–425, 536–537

Get Set, Roll! Reader, K.1: 87, 183, 289, 395, 497, 595, K.2: 83, 183, 283, 385, 485, 583, K.3: 85, 185, 283, 383, 481, 579, K.4: 81, 183, 283, 385, 481, 585, K.5: 83, 189, 289, 393, 491, 595, K.6: 85, 183, 283, 385, 481, 579

Kindergarten Student Reader, K.1: 56–57, 158–159, 254–255, 360–361, 466–467, 568–569, K.2: 56–57, 154–155, 254–255, 354–355, 456–457, 556–557, K.3: 56–57, 156–157, 256–257, 354–355, 454–455, 552–553, K.4: 56–57, 152–153, 254–255, 354–355, 456–457, 552–553, K.5: 56–57, 154–155, 260–261, 360–361, 464–465, 562–563, K.6: 56–57, 156–157, 254–255, 354–355, 456–457, 552–553

Decoding. See Decodable text, Phonics/decoding, Word analysis.

Details. See Main idea and details.

Diagram/scale drawing. See Graphic sources.

Differentiated instruction. See Access for All.

Directional words. See Vocabulary skills/strategies.

Directions, follow/give, K.1: 30, 78–79, K.2: 128, 174–175, K.4: 30, 72–73.
See also Genres.

Discussion. See Listening, Speaking.

Domain-specific words. See Academic vocabulary.

Dramatic activities. See Cross-curricular connections, Listening, Response to literature, Speaking.

Draw conclusions. See Conclusions, draw.

E

ELL (English Language Learners) suggestions. See Access for all.

Emerging reading. See Print awareness.

Endings. See Word analysis, plurals.

End punctuation. See Exclamation mark, Period, Question mark.

English, conventions of. See Adjectives; Capitalization; Exclamation mark; Nouns; Period; Prepositions and prepositional phrases; Pronouns; Question mark; Sentences; Subject-verb agreement; Verbs; Writing process, proofread/edit.

Environmental print. See Print awareness.

ESL (English as a Second Language). See Access for All, ELL (English Language Learners) suggestions.

Essential message. See Main idea and details.

Evaluation. See Assessment.

Exclamation mark, K.6: 428, 445, 484, 498, 568

Expository nonfiction. See Genres.

Expository text/article. See Genres.

F

Fable. See Genres.

Fact and fantasy, distinguishing. See Realism and fantasy.

Fact and opinion, K.6: 130, 174–175

Fairy tale. See Genres.

Family involvement. See School-home connection.

Fantasy. See Genres.

Feeling words. See Vocabulary skills/strategies.

Fluency, reading

automaticity. See Fluency, reading, word reading.

reread, K.1: 56, 158, 254, 360, 466, 568, K.2: 56, 154, 254, 354, 456, 556,

K.3: 56, 156, 256, 354, 454, 552, K.4: 56, 152, 254, 354, 456, 552,

K.5: 56, 154, 260, 360, 464, 562, K.6: 56, 156, 254, 354, 456, 552

word reading, K.1: 55, 157, 253, 359, 465, 567, K.2: 55, 153, 253, 353,

455, 537, 555, K.3: 55, 155, 255, 353, 453, 551, K.4: 55, 151, 253,

353, 455, 551, K.5: 55, 153, 259, 359, 463, 561, K.6: 55, 155, 253,

353, 455, 551 See also Decodable text.

Folk tale. See Genres.

Following directions. See Directions, follow/give.

Formative assessment. See Assessment.

Foundational skills. See Fluency, Phonemic awareness, Phonics.

G

Genres

animal fantasy, K.1: 42–43, 58–59, 60–75, 89, 346–347, 364–383, 397, K.2: 340–341, 358–373, 387, K.3: 142–143, 159–173, 187, 340–341, 357–371, 385, K.4: 42–43, 58–69, 83, 138–139, 155–171, 185, K.5: 42–43, 60–71, 85, K.6: 142–143, 160–171, 185, 340–341, 358–373, 387

classic book/tale, K.4: 340–341, 358–373, 387, K.5: 346–347, 363–381, 395

concept book, K.1: 554–555, 572–583, 597

directions, K.4: 296–297

expository nonfiction, K.6: 538–539, 556–567, 581

expository text/article, K.1: 196–197, K.2: 596–597, K.3: 592–593, K.4: 598–599, K.6: 98–99

fable, K.1: 302–303, K.2: 96–97, K.3: 396–397, 538–539, 556–567, 581, K.4: 196–197, K.5: 202–203, K.6: 296–297

fairy tale, K.2: 196–197, 542–543, 560–571, 585, K.3: 198–199, K.5: 608–609

fantasy, K.1: 452–453, 468–485, 499, K.4: 538–539, 555–573, 587

folk tale, K.1: 608–609, K.2: 296–297, K.3: 494–495, K.4: 398–399, K.5: 406–407, K.6: 494–495

historical fiction, K.3: 242–243, 260–271, 285

informational fiction, K.5: 548–549, 566–583, 597, K.6: 442–443, 459–469, 483

informational text/article, K.2: 42–43, 60–71, 85, 240–241, 258–271, 285, 442–443, 459–473, 487, K.4: 240–241, 257–271, 285, 442–443, 459–469, 483, K.5: 140–141, 158–177, 191, 450–451, 468–479, 493, K.6: 240–241, 257–271, 285

limerick, K.6: 592–593

lullaby, K.2: 398–399, K.4: 94–95, K.5: 504–505, K.6: 196–197

myth, K.1: 100–101

nonfiction, K.2: 140–141, 158–171, 185, K.3: 42–43, 60–73, 87, 440–441, 457–469, 485, K.5: 246–247, 264–277, 291

nursery rhyme, K.2: 498–499, K.4: 494–495

poetry, K.2: 498–499, K.3: 98–99, K.5: 96–97
realistic fiction, K.1: 144–145, 160–171, 185, 240–241, 258–277, 291,
K.6: 42–43, 59–73, 87
recipe, K.1: 408–409

Get Set, Roll! Reader. See Decodable text.

Gifted students. See Access for All, advanced learners.

Glossary. See Parts of a book.

Goal and outcome. See Plot.

Grammar and usage. See Adjectives, Nouns, Prepositions and prepositional phrases, Pronouns, Sentences, Subject-verb agreement, Verbs.

Graph. See Graphic sources.

Graphic and semantic organizers

as comprehension tool, K.1: 202, 247, 401, K.2: 49, 391, K.3: 389, 487,
K.4: 189, K.5: 208, 348, 412, 510, 614, K.6: 79
as concept development tool, K.1: 106, 202, 308, 414, 516, 614, K.2: 102,
202, 302, 404, 504, 602, K.3: 104, 204, 302, 402, 500, 598, K.4: 100,
202, 302, 404, 500, 604, K.5: 102, 208, 308, 412, 510, K.6: 203, 302,
404, 500, 598
as conventions tool, K.3: 475
as cross-curricular tool, K.1: 49, 133, 151, 189, 203, 229, 247, 283, 415,
441, 459, 491, 543, 561, K.2: 103, 229, 329, 531, K.3: 31, 49, 91, 105,
131, 149, 347, 377, 389, 403, 527, K.4: 247, 277, 303, 487, 579,
K.5: 77, 195, 235, 253, 413, 497, 537, 615, K.6: 31, 49, 105, 131,
177, 189, 229, 247, 277, 303, 329, 379, 391, 475, 599
as phonics tool, K.1: 189, K.2: 49, K.3: 131, 191, 329, K.4: 579, K.6: 475
as writing tool, K.5: 293

types

cause and effect chart, K.4: 202, K.5: 208
classification chart, K.1: 614, K.3: 149
column chart, K.1: 133, 189, 203, 415, 543, 561, K.2: 329, 505, 602,
K.3: 31, 91, K.4: 277, 303, 579, K.5: 102, 195, 413, 497, 614,
615, K.6: 105, 177, 189, 303, 475, 500, 599
compare/contrast chart, K.1: 401, K.6: 79, 277
conclusions chart, K.5: 614
graph, K.2: 103, 531, K.4: 101
list, K.1: 151, 247, 441, 491
main idea chart, K.5: 510
phonics chart, K.3: 131, 191, 329, K.6: 475
plot chart, K.3: 204, K.4: 189
sequence chart, K.2: 102, K.3: 347, 389, 598, K.4: 100, 302, K.5: 348
story chart, K.3: 402
story map, K.5: 412, K.6: 404
tally chart, K.5: 77, 537, 615, K.6: 391
T-chart, K.1: 49, 229, 247, 283, 308, 414, 459, K.2: 49, 202, 229,
302, 391, 603, K.3: 49, 104, 131, 231, 302, 389, 403, 425,
K.4: 247, 487, 604, K.5: 235, 253, 293, K.6: 131, 229, 329,
379, 391
time line, K.3: 105
Venn diagram, K.1: 189, K.2: 49, 103, K.3: 377, 487, 527, K.6: 31,
49, 203
web, K.1: 106, 202, 415, 516, K.2: 404, K.4: 404, 579, K.5: 308,
K.6: 247, 302, 598

Graphic sources

calendar, K.4: 543, 590, K.5: 351, 398
diagram/scale drawing, K.5: 158, 175, 176, K.6: 270
graph, K.2: 531, K.4: 101
map/globe, K.1: 93, K.2: 289, K.4: 87, 229, 447, 459, 486, 591, K.5: 49,
209, 283, 478, 583, 601, 615, K.6: 270
recipe, K.1: 408–409
sign, K.1: 509, K.4: 329, K.5: 31, K.6: 398–399

Grouping students for instruction. See Small Group Time.

H

Handwriting, K.1: 22, 29, 38, 46, 77, 91, 105, 124, 131, 140, 148, 173, 187,
201, 220, 227, 236, 244, 279, 293, 307, 326, 333, 342, 350, 385, 399, 413,
432, 439, 448, 456, 487, 501, 515, 534, 550, K.2: 22, 29, 38, 46, 73, 87,
101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301,
320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 503, 522,
538, K.3: 22, 29, 38, 46, 75, 89, 103, 122, 129, 138, 146, 175, 189, 203,
222, 229, 238, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 420,
427, 436, 444, 471, 485, 499, 518, 534, K.4: 22, 29, 38, 46, 71, 85, 99, 118,
125, 134, 142, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327,
336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534,
K.5: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 179, 193, 207, 226,
233, 242, 250, 279, 293, 307, 326, 333, 342, 350, 383, 397, 411, 430, 437,
446, 454, 481, 495, 509, 528, 544, K.6: 22, 29, 38, 46, 75, 89, 103, 122,
129, 138, 146, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327,
336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534

High-frequency words, K.1: 23, 24–25, 39, 40–41, 55, 56–57, 97, 125,
126–127, 141, 142–143, 157, 158–159, 193, 221, 222–223, 237, 238–239,
253, 254–255, 299, 327, 328–329, 343, 344–345, 359, 360–361, 405, 433,
434–435, 449, 450–451, 465, 466–467, 507, 535, 536–537, 551, 552–553,
567, 568–569, 605, K.2: 23, 24–25, 39, 40–41, 55, 56–57, 93, 121,
122–123, 137, 138–139, 153, 154–155, 193, 221, 222–223, 237, 238–239,
253, 254–255, 293, 321, 322–323, 337, 338–339, 353, 354–355, 395, 422,
423, 424–425, 423–424, 439, 440–441, 455, 456–457, 495, 523, 524–525,
539, 540–541, 555, 556–557, 593, K.3: 23, 24–25, 39, 40–41, 55, 56–57,
95, 123, 124–125, 139, 140–141, 155, 156–157, 195, 223, 224–225, 239,
240–241, 255, 256–257, 293, 321, 322–323, 337, 338–339, 353, 354–355,
393, 421, 422–423, 437, 438–439, 453, 454–455, 491, 519, 520–521,
535, 536–537, 551, 552–553, 589, K.4: 23, 24–25, 39, 40–41, 55, 56–57,
91, 119, 120–121, 135, 136–137, 151, 152–153, 193, 221, 222–223, 237,
238–239, 253, 254–255, 293, 321, 322–323, 337, 338–339, 353, 354–355,
395, 423, 424–425, 439, 440–441, 455, 456–457, 491, 519, 520–521,
535, 536–537, 551, 552–553, 595, K.5: 23, 24–25, 39, 40–41, 55, 56–57,
93, 121, 122–123, 137, 138–139, 153, 154–155, 199, 227, 228–229, 243,
244–245, 259, 260–261, 299, 327, 328–329, 343, 344–345, 359, 360–361,
403, 431, 432–433, 447, 448–449, 463, 464–465, 501, 529, 530–531,
545, 546–547, 561, 562–563, 605, K.6: 23, 24–25, 39, 40–41, 55, 56–57,
95, 123, 124–125, 139, 140–141, 155, 156–157, 193, 221, 222–223, 237,
238–239, 253, 254–255, 293, 321, 322–323, 337, 338–339, 353, 354–355,
395, 423, 424–425, 439, 440–441, 455, 456–457, 491, 519, 520–521, 535,
536–537, 551, 552–553, 589

Historical fiction. See Genres.

Home-school connection. See School-home connection.

Homework. See School-home connection.

Illustrations. See Prereading strategies, Text features.

Independent Practice Stations, K.1: 14–15, 116–117, 212–213, 318–319,
424–425, 526–527, K.2: 14–15, 112–113, 212–213, 312–313, 414–415,
514–515, K.3: 14–15, 114–115, 214–215, 312–313, 412–413, 510–511,
K.4: 14–15, 116–117, 212–213, 318–319, 424–425, 526–527, K.5: 14–15,
112–113, 218–219, 318–319, 422–423, 520–521, K.6: 14–15, 114–115,
212–213, 311–312, 414–415, 510–511
art, K.1: 15, 117, 213, 319, 425, 527, K.2: 15, 113, 213, 313, 415, 515,
K.3: 15, 115, 215, 313, 413, 511, K.4: 15, 111, 213, 313, 415, 511,
K.5: 15, 113, 219, 319, 423, 521, K.6: 15, 115, 213, 313, 415, 511
comprehension, K.1: 15, 117, 213, 319, 425, 527, K.2: 15, 113, 213, 313,
415, 515, K.3: 15, 115, 215, 313, 413, 511, K.4: 15, 111, 213, 313, 415,
511, K.5: 15, 113, 219, 319, 423, 521, K.6: 15, 115, 213, 313, 415, 511
phonemic awareness, K.1: 14, 116, 212, 318, 424, 526, K.2: 14, 112, 212, 312,
414, 514, K.3: 14, 114, 214, 312, 412, 510, K.4: 14, 110, 212, 312, 414,
510, K.5: 14, 112, 218, 318, 422, 520, K.6: 14, 114, 212, 312, 414, 510

phonics, K.1: 14, 116, 212, 318, 424, 526, K.2: 14, 112, 212, 312, 414, 514, K.3: 14, 114, 214, 312, 412, 510, K.4: 14, 110, 212, 312, 414, 510, K.5: 14, 112, 218, 318, 422, 520, K.6: 14, 114, 212, 312, 414, 510
vocabulary, K.1: 14, 116, 212, 318, 424, 526, K.2: 14, 112, 212, 312, 414, 514, K.3: 14, 114, 214, 312, 412, 510, K.4: 14, 110, 212, 312, 414, 510, K.5: 14, 112, 218, 318, 422, 520, K.6: 14, 114, 212, 312, 414, 510
writing, K.1: 14, 116, 212, 318, 424, 526, K.2: 14, 112, 212, 312, 414, 514, K.3: 14, 114, 214, 312, 412, 510, K.4: 14, 110, 212, 312, 414, 510, K.5: 14, 112, 218, 318, 422, 520, K.6: 14, 114, 212, 312, 414, 510

Independent reading, K.1: 8, 15, 110, 117, 206, 213, 319, 425, 527, K.2: 15, 113, 213, 313, 415, 515, K.3: 15, 115, 215, 313, 413, 511, K.4: 15, 111, 213, 313, 415, 511, K.5: 15, 106, 113, 212, 219, 312, 319, 416, 423, 514, 521, K.6: 15, 115, 213, 313, 415, 511

Index. See *Parts of a book*.

Inferences. See *Cause and effect*; *Compare and contrast*; *Conclusions, draw*; *Predict*.

Inferring, K.1: 63, 164, 167, 171, 266, 267, 269, 273, 274, 365, 367, 369, 373, 375, 471, 472, 474, 477, 481, 482, 577, 580, 581, 583, K.2: 60, 62, 66, 67, 70, 158, 160, 162, 164, 166, 167, 171, 266, 360, 361, 362, 368, 370, 371, 463, 464, 471, 561, 562, 564, 570, K.3: 68, 70, 72, 162, 164, 166, 170, 171, 264, 265, 266, 363, 371, 458, 460, 462, 465, 466, 468, 469, 557, 560, 562, 564, 565, 567, K.4: 59, 60, 64, 69, 157, 158, 160, 165, 166, 167, 259, 265, 368, 459, 461, 462, 464, 555, 560, 561, 567, 570, 573, K.5: 61, 62, 63, 65, 66, 68, 163, 164, 166, 172, 267, 269, 276, 277, 363, 366, 374, 377, 378, 469, 475, 566, 571, 579, K.6: 60, 63, 67, 69, 70, 73, 160, 161, 165, 260, 261, 265, 266, 271, 360, 361, 362, 365, 367, 371, 372, 373, 461, 462, 464, 466, 468, 469, 481, 558, 559, 560, 562, 563, 564, 565, 567

Inflected endings. See *Word analysis*.

Informal assessment. See *Assessment, progress monitoring*.

Informational fiction. See *Genres*.

Informational text. See *Genres*.

Instructions. See *Directions, follow/give*.

Integrated curriculum. See *Cross-curricular connections*, *Independent Practice Stations*.

Intervention. See *Access for All, strategic intervention*.

J

Judgments, making. See *Conclusions, draw*.

K

Kindergarten Student Reader. See *Decodable text*.

L

Language arts. See *Capitalization, all Grammar and usage listings, Independent Practice Stations, Listening, all Punctuation listings, Speaking, all Writing categories*.

Language, oral. See *Fluency, reading; Listening, Speaking*.

Learning centers. See *Independent Practice Stations*.

Less-able readers. See *Access for All, strategic intervention*.

Letter recognition, K.1: 20–21, 36–37, 54–55, 85, 86, 96–97, 122–123, 138–139, 156–157, 181, 182, 192–193, 218–219, 234–235, 252–253, 287, 288, 298–299, 324–325, 340–341, 358–359, 393, 394, 404–405, K.2: 20–21, 36–37, 54–55, 81, 92–93, 118–119, 134–135, 152–153, 181, 192–193, 218–219, 234–235, 252–253, 281, 292–293, 318–319, 334–335, 352–353, 383, 394–395, 420–421, 436–437, 454–455, 483, 494–495, 520–521, 536–537, 554–555, 281, 592–593, K.3: 18–19, 36–37, 54–55, 83, 94–95, 120–121, 136–137, 154–155, 183, 194–195, 220–221, 236–237, 254–255, 281, 292–293, 318–319, 334–335, 352–353, 381, 392–393,

418–419, 434–435, 452–453, 479, 490–491, 516–517, 532–533, 550–551, 577, 588–589, K.4: 20–21, 36–37, 54–55, 79, 90–91, 116–117, 132–133, 150–151, 181, 192–193, 218–219, 234–235, 252–253, 281, 292–293, 318–319, 334–335, 352–353, 383, 394–395, 420–421, 436–437, 453–454, 479, 490–491, 516–517, 532–533, 550–551, 583, 594–595, K.5: 20–21, 36–37, 54–55, 81, 92–93, 118–119, 134–135, 152–153, 187, 198–199, 224–225, 240–241, 258–259, 287, 298–299, 324–325, 340–341, 358–359, 391, 402–403, 428–429, 444–445, 462–463, 489, 500–501, 526–527, 542–543, 444–445, 462–463, 489, 500–501, 526–527, 542–543, 444–445, 462–463, 489, 500–501, 526–527, 542–543, 560–561, 593, 604–605

Life, text's relation to. See *Connections, making*.

Limerick. See *Genres*.

Limited English proficient children. See *Access for All, ELL (English Language Learners) suggestions*.

Listening

activities

announcements, K.1: 440, 488, 489

book report, K.6: 328, 376–377

compare/contrast, K.4: 126, 174–175

description, K.1: 334, 386–387, K.2: 430, 476–477, K.5: 438, 482–483

directions, K.1: 30, 78–79, K.2: 128, 174–175, K.4: 30, 72–73

discussion, K.1: 28, 39, 44, 88, 92, 105, 130, 134, 141, 146, 172, 184, 188, 201, 226, 237, 242, 278, 348, 454, 556, K.2: 44, 142, 228, 242, 274–275, 342, 444, 544, K.3: 44, 144, 244, 342, 442, 526, 540, 570–571, K.4: 44, 140, 242, 328, 376–377, 328, 342, 376–377, 444, 540, K.5: 28, 30, 39, 44, 74–75, 84, 88, 101, 126, 137, 142, 178, 194, 232, 234, 243, 248, 278, 280–281, 294, 332, 343, 348, 382, 394, 398, 411, 436, 447, 452, 480, 492, 496, 509, 534, 536, 545, 550, 584, 586–587, 600, K.6: 44, 130, 144, 174–175, 242, 328, 342, 376–377, 444, 526, 540, 570–571

dramatization, K.1: 132, 174–175, 542, 586–587, K.3: 30, 76–77, K.5: 128, 180–181

messages, K.3: 428, 472–473

poems, K.4: 526, 576–577

presentation, K.3: 328, 374–375, K.5: 438, 482–483, K.6: 430, 472–473

questioning, K.3: 526, 570–571, K.5: 30, 74–75

read aloud, K.1: 26–27, 128–129, 224–225, 330–331, 436–437, 538–539, K.2: 26–27, 124–125, 224–225, 324–325, 426–427, 526–527, K.3: 26–27, 126–127, 226–227, 324–325, 424–425, 522–523, K.4: 26–27, 122–123, 225–226, 324–325, 426–427, 522–523, K.5: 26–27, 124–125, 230–231, 330–331, 434–435, 532–533, K.6: 26–27, 126–127, 224–225, 324–325, 426–427, 522–523

recitation, K.6: 30, 76–77

rhyme and rhythm, K.1: 228, 280–281, K.3: 230, 274–275

sequence, K.2: 30, 74–75, K.3: 130, 176–177, K.4: 228, 274–275, K.5: 334, 384–385

vocabulary. See *Academic vocabulary, Content knowledge*.

comprehension

cause and effect, K.3: 226–227, 242, K.4: 122–123, 138, K.5: 124–125, 140

character, K.1: 26–27, 42, 436–437, 452, K.4: 324–325, 340, 426–427, 442, K.6: 126–127, 142

classify/categorize, K.1: 330–331, 346, 538–539, 554

compare/contrast, K.2: 26–27, 42, K.3: 26–27, 42, K.5: 230–231, 246, K.6: 26–27, 42

conclusions, draw, K.3: 424–425, 440, K.5: 532–533, 548, K.6: 522–523, 538

fact and opinion, K.6: 130, 174–175

main idea, K.2: 224–225, 240, K.3: 522–523, 538, K.5: 434–435, 450, K.6: 224–225, 240

plot, K.3: 126–127, 142, 324–325, 340, K.5: 330–331, 346, K.6: 324–325, 340
realism and fantasy, K.2: 324–325, 340, 526–527, 542, K.5: 26–27, 42
sequence, K.1: 224–225, 240, K.2: 426–427, 442, K.4: 26–27, 224–225, 240
setting, K.1: 128–129, K.2: 124–125, 140, K.4: 522–523, 538, K.6: 426–427, 442

Literary genres. See Genres.

Literary response and appreciation

enjoyment of literature, K.1: 44, 46, 146, 148, 242, 244, 342, 350, 454, 456, 556, 558, K.2: 44, 46, 142, 144, 242, 244, 342, 344, 444, 446, 544, 546, K.3: 44, 46, 144, 146, 244, 246, 342, 344, 442, 444, 540, 542, K.4: 44, 46, 140, 142, 242, 244, 342, 344, 444, 446, 540, K.5: 44, 46, 142, 144, 248, 250, 348, 350, 452, 454, 550, 552, K.6: 44, 46, 144, 146, 242, 244, 342, 344, 444, 446, 540

See also Connections, making.

Literary terms

rhyme, K.1: 228, 280–281, K.2: 498–499, K.3: 98–99, 230, 274–275, K.4: 526–577, K.5: 96–97
rhythm, K.1: 228, 280–281, K.2: 498–499, K.3: 98–99, 230, 274–275, K.4: 526–577, K.5: 96–97

See also Sound devices and poetic elements.

Literature selections

"Abuela," Arthur Dorros, K.4: 555–573
"Alistair and Kip's Great Adventure," John Segal, K.6: 358–373
"Animal Babies in Grasslands," Jennifer Schofield, K.2: 258–271
"Ants and Their Nests," Linda Tagliaferro, K.6: 556–567
"Bear Snores On," Karma Wilson, K.2: 358–373
"Bed for the Winter, A," Karen Wallace, K.2: 459–473
"Building Beavers," Kathleen Martin-James, K.6: 257–271
"Building with Dad," Carol Nevius, K.6: 59–73
"Dig Dig Digging," Margaret Mayo, K.1: 572–583
"Farfallina and Marcel," Holly Keller, K.3: 357–371
"Flowers," Vijaya Khisty Bodach, K.2: 60–71
"George Washington Visits," Dennis Fertig, K.3: 260–271
"Goldilocks and the Three Bears," Valeri Gorbachev, K.4: 358–373
"House that Tony Lives In, The," Anthony Lorenz, K.6: 459–469
"If You Could Go to Antarctica," Fay Robinson, K.4: 459–469
"Jack and the Beanstalk," retold by Mary Ann Hoberman, K.2: 560–571
"Lion and the Mouse, The," Bernadette Watts, K.3: 556–567
"Little Engine that Could, The," Watty Piper, K.5: 363–381
"Little Panda," Joanne Ryder, K.3: 60–73
"Little Quack," Lauren Thompson, K.3: 159–173
"Little School Bus, The," Carol Roth, K.1: 60–75
"Max Takes the Train," Rosemary Wells, K.5: 60–71
"Mayday! Mayday!," Chris L. Demarest, K.5: 158–177
"Miss Bindergarten Takes a Field Trip," Joseph Slate, K.1: 364–383
"My Lucky Day," Keiko Kasza, K.4: 156–171
"Nature Spy," Shelley Rotner, K.2: 158–171
"Old MacDonald Had a Woodshop," Lisa Shulman, K.6: 160–171
"One Little Mouse," Dori Chaconas, K.4: 258–271
"On the Move," Donna Latham, K.5: 468–479
"Plaidypus Lost," Janet Stevens and Susan Stevens Crummel, K.1: 258–277
"Rooster's Off to See the World," Eric Carle, K.4: 59–69
"Smash! Crash!," Jon Scieszka, K.1: 469–485
"Then and Now," Tracy Sato, K.3: 458–469
"This is the Way We Go to School," Edith Baer, K.5: 566–583
"Trucks Roll!," George Ella Lyon, K.5: 264–277
"We Are So Proud," Donna Longo, K.1: 161–171
See also Genres, Poetry.

Location words. See Vocabulary skills/strategies.

Lullaby. See Genres.

M

Main idea and details, K.2: 224–225, 229, 243, 247, 256, 277, 284, 298–299, K.3: 86, 522–523, 541, 545, 554, 557, 560, 564, 567, 580, 594–595, K.4: 169, 482, 487, K.5: 434–435, 452, 466, 473, 492, 506–507, 510, 596, K.6: 224–225, 243, 256, 277, 284, 298–299

Making connections. See Connections, making.

Map/globe. See Graphic sources.

Math activities. See Cross-curricular connections.

Mechanics (of English grammar and writing). See Capitalization, Exclamation mark, Period, Question mark.

Modeling. Teacher modeling and think-alouds are presented throughout all lessons.

Monitor and clarify

ask questions, K.5: 159
reread, K.1: 258, 483, K.2: 459, K.3: 62, 362, 365, K.4: 264, K.6: 370
use illustrations, K.1: 64 K.2: 561, K.3: 370, K.4: 65, K.5: 375

Monitor progress. See Assessment, progress monitoring.

Myth. See Genres.

N

Names

say, K.1: 28, 31, 45, 76, 81, 90, 104, 172
write, K.1: 130, 133, 147, 186, 200, 278

Nature words. See Vocabulary skills/strategies.

Nonfiction. See Genres.

Nouns

common, K.1: 438, 441, 455, 459, 500, 514, 517, 540, 557, 584, 598, 612, 615, K.2: 72, 77, K.5: 332, 335, 349, 396, 410, 436, 453, 480, 494, 508, 584
plural, K.2: 28, 31, 45, 86, 100, 172, 176, 177
proper, K.2: 126, 127, 143, 186, 200, 272
See also Capitalization.

Nursery rhyme. See Genres.

O

Oral language. See Listening, Speaking.

Oral reading ability. See Fluency, reading.

Oral vocabulary development. See Academic vocabulary, Content knowledge.

Organizing information. See Classify/categorize.

P

Parents. See School-home connection.

Parts of a book

cover, K.1: 24, 40, 240, 346, 452, 554, K.2: 140, K.3: 42, 142, 340, 440, K.4: 42, 138, 442, K.5: 246, K.6: 42, 142, 340, 442
glossary, K.2: 70, K.4: 573, K.6: 271, 566
index, K.2: 71, K.6: 567
table of contents, K.6: 556
title, K.1: 40, 452, 554, K.2: 140, 442, K.3: 142, 340, 440, 538, K.4: 42, 138, 340, 442, K.5: 42, 246, 346, 450, K.6: 42, 240, 340, 538
title page, K.1: 40, 240, K.6: 538

Penmanship. See Handwriting.

Performance task. See Assessment, progress monitoring.

Period

sentence, K.3: 524, 541, 582, 596, 599, K.4: 70, 226, 243, 286, 289, 300, 326, 343, 388, 402, 428, 445, 470, 484, 498, 574, K.6: 226, 243, 286, 300, 374, 541

Phonemic awareness

blend phonemes, K.2: 53, 117, 151, 217, 251, 317, 333, 435, 535, K.3: 19, 35, 119, 153, 317, 515, K.5: 19, 57, 461, 525, 559, K.6: 119, 135, 153, 233, 251, 280, 317, 333, 351, 419, 435, 453, 549, 576, 588

count words in sentences, K.1: 53, 84
medial, K.2: 52, 92, 180, 494, 552, 592, K.3: 450, 490, 531, K.4: 452, 490, 548, 594, K.5: 223, 323, 356, 390, 402, K.6: 52, 94, 119, 152, 192, 217, 250, 292, 317, 394, 452, 490, 515, 548, 588

identify and isolate phonemes

final, K.1: 462–463, 506, 564–565, 592, 604, K.2: 80, 132–133, 150–151, 192, 232–233, 250, 292, 332–333, 350–351, 382, 394, 482, 534–535, 580, K.3: 52–53, 79, 94, 252, 350–351, 389, 392, 530–531, K.4: 130–131, 148–149, 192, 214, 250–251, 280, 292, 294, 322–323, 332–333, 350–351, 382, 394, 478, 530–531, 582, K.5: 116–117, 132–133, 150–151, 198, 222, 286, 460–461, 500, K.6: 53, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 548–549, 576

initial, K.1: 154–155, 216–217, 232–233, 298, 322–323, 338–339, 356–357, 392–393, 404, 428–429, 444–445, 463, 494, 506, 530–531, 546–547, 592, 604, K.2: 18–19, 30, 34–35, 80, 92, 116–117, 133, 150–151, 180, 192, 216–217, 232–233, 292, 316–317, 332–333, 382, 394, 418–419, 434–435, 482, 494, 518–519, 552, 580, 592, K.3: 18–19, 34–35, 79, 82, 94, 118–119, 134–135, 152–153, 194, 218–219, 234–235, 252, 280, 292, 316–317, 332–333, 392, 416–417, 432–433, 478, 490, 514–515, 530–531, 576, 588, K.4: 18–19, 34–35, 52–53, 78, 90, 114–115, 148–149, 180, 192, 216–217, 232–233, 280, 292, 316–317, 332–334, 350–351, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 548–549, 582, 594, K.5: 18–19, 31, 34–35, 52–53, 80, 92, 186, 222–223, 238–239, 253, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 488, 500, 524–525, 540–541, 558–559, 592, 604, K.6: 18–19, 53, 82, 94, 118–119, 134–135, 152, 156–157, 180, 192, 216–217, 232–233, 250–251, 292, 316–317, 332–333, 350–351, 382, 394, 434–435, 452–453, 478, 490, 514–515, 530–531, 548–549, 576

medial, K.2: 34–35, 52–53, 92, 180, 434–435, 452–453, 494, 534–535, 552–553, 592, K.3: 82, 432–433, 450, 490, 576, 588, K.4: 78, 434–435, 452–453, 490, 530–531, 548–549, 594, 640, 658, 704, K.5: 80, 222–223, 238–239, 253, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 488, K.6: 34–35, 52–53, 94, 118–119, 134–135, 152–153, 192, 216–217, 232–233, 250–251, 292, 316–317, 332–333, 350–357, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 548–549, 576

onset and rime, K.1: 357, K.4: 435, 453, 531, 549, 523, 641, 658
recognize and produce rhyming words, K.1: 18–19, 34–35, 52–53, 84–85, 96, 137, 357, K.2: 35, 49, 233, 419, 449, K.3: 433, K.4: 527, K.5: 35, 88, 485

segment, K.1: 429, 531, 565, K.2: 351, 453, 553, K.3: 53, 153, 219, 253, 351, K.4: 53, 149, 153, 171, 251, 351, 453, K.5: 53, 151, 256–257, 298, 357, 427, 443, 541, 559, K.6: 419, 435, 453, 515, 549, 576, 588

substitute phonemes, K.1: 35, 53, 404, 565, K.2: 53, 251, 453, 553, K.3: 53, 135, 292, 333, 351, 451, K.4: 35, 53, 90, 131, 149, 171, 251, 294, 333, 351, 453, 549, K.5: 53, 117, 133, 151, 223, 323, 339, 357, 461, K.6: 53, 153, 549

syllables, K.1: 120–121, 136–137, 151, 180–181, 192, 251, 286–287, 323, 339, 404, K.2: 151, 351, 452, 553, K.3: 253, K.6: 351, 417

See also Phonics/decoding.

Phonics/decoding

consonant blends, final, K.4: 252–253, 254–255, 293, 294–295
consonant blends, initial, K.4: 218–219, 222–223, 234–235, 238–239, 277, 293, 294–295, 383

consonants, final

b, K.3: 54–55, 56–57, 79, 85, 96–97
d, K.3: 254–255, 294–295
g, K.4: 352–353, 354–355, 396–397, 479
l, K.4: 132–133, 136–137, 150–151, 281
m, K.1: 464–465
n, K.3: 54–55, 56–57, 79, 85, 96–97, 183
p, K.2: 234–235, 238–239, 252–253, 254–255, 294–295, 383, K.3: 183
t, K.1: 566–567, K.2: 81
x, K.5: 118–119, 122–123, 134–135, 138–139, 147, 152–153, 154–155, 199, 200–201, 391
z, K.5: 462–463, 502–503

consonants, initial

b, K.3: 36–37, 40–41, 49, 54–55, 56–57, 79, 95, 96–97, 149, 183, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
c/k/, K.2: 318–319, 322–323, 329, 334–335, 338–339, 347, 352–353, 354–355, 385, 395, 396–397, 483, 581, K.3: 183, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
d, K.3: 220–221, 224–225, 254–255, 256–257, 283, 293, 294–295, 381, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
f, K.3: 318–319, 322–323, 329, 334–335, 338–339, 352–353, 354–355, 383, 393, 394–395, 479, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
g/g/, K.4: 318–319, 322–323, 334–335, 338–339, 347, 352–353, 354–355, 395, 396–397, 479, 583, 591, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
h, K.4: 20–21, 24–25, 36–37, 40–41, 49, 54–55, 56–57, 75, 81, 91, 92–93, 181, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
j, K.5: 20–21, 24–25, 31, 40–41, 54–55, 56–57, 77, 85, 93, 94–95, 187, 391, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
k, K.3: 236–237, 240–241, 254–255, 256–257, 283, 293, 294–295, 381, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
l, K.4: 116–117, 120–121, 132–133, 136–137, 145, 150–151, 152–153, 193, 194–195, 281, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
m, K.1: 430–431, 434–435, 446–447, 464–465, 466–467, 496, 497, 507, 508–509, 593, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
n, K.3: 20–21, 24–25, 31, 40–41, 49, 54–55, 56–57, 79, 85, 95, 96–97, 149, 183, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
p, K.2: 218–219, 222–223, 234–235, 238–239, 252–253, 254–255, 283, 293, 294–295, 383, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591
q (qu-), K.5: 526–527, 530–531, 542–543, 546–547, 560–561, 562–563, 605, 606–607, K.6: 83, 420–421, 424–425, 436–437,

440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

r, K.3: 120–121, 124–125, 136–137, 140–141, 149, 154–155, 156–157, 185, 195, 196–197, 281, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

s, K.2: 118–119, 122–123, 134–135, 138–139, 152–153, 154–155, 183, 193, 194–195, 281, K.4: 49, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

t, K.1: 532–533, 536–537, 548–549, 552–553, 566–567, 568–569, 594–595, 605, K.2: 81, 153, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

v, K.5: 428–429, 444–445, 501, 502–503, 593 K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

w, K.5: 36–37, 54–55, 93, 94–95, 187, 391, K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

y, K.5: 526–527, 542–543, 560–561, 605, 606–607, K.6: 83, 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

z, K.5: 428–429, 444–445, 501, 502–503, 593 K.6: 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

letter naming, K.1: 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 107, 122–123, 138–139, 151, 156–157, 182, 193, 218–219, 234–235, 252–253, 288, 296–297, 298, 332–333, 324–325, 340–341, 358–359, 394, 405, 406–407, 424–425, 446, 459, 471, 495, 583

phonograms

- an, K.2: 89, K.3: 329
- ap, K.2: 89, 252–253, 281 K.6: 36–37
- at, K.2: 36–37, 40–41, 49, 81, 83, 89, 134–135, 152, 180–181, 253, 281, 352–353, K.3: 329
- en, K.4: 436–437, 449, 455, 532–533, 550–551, K.5: 81, K.6: 234, 252
- et, K.4: 421, 449, 454–455, 516–517, 533, 550–551, K.6: 235, 252
- ip, K.2: 421, 436–437, 454–455, 479, 521, 536–537, 554
- it, K.2: 421, 436–437, 454–455, 521, 536–537, 554–555, K.6: 37
- op, K.3: 434–435, 452–453, 475, 532–533, 551, 577, K.4: 79
- ot, K.3: 434–435, 452–453, 475, 516–517, 532–533, 550–551, 577, K.4: 79, 87 K.6: 136–137
- ug, K.1: 566, K.5: 240–241, 258–259, 325, 341, 358
- up, K.5: 225, 240–241, 258–259, 341
- un, K.5: 225, 241, 259, 325, 341, K.6: 352–353

structural cues. See Word analysis.

vowels, short and long

a, K.2: 20–21, 24–25, 36–37, 40–41, 49, 54–55, 56–57, 83, 89, 93, 94–95, 181, K.3 501, 527 K.6: 20–21, 24–25, 36–37, 40–41, 54–55, 56–57, 95, 96–97, 181, 281, 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

e, K.4: 420–421, 424–425, 436–437, 440–441, 449, 454–455, 456–457, 491, 492–493, 516–517, 520–521, 532–533, 536–537, 550–551, 552–553, 585, 595, 596–597, K.6: 218–219, 222–223, 234–235, 238–239, 252–253, 254–255, 281, 293, 294–295, 383, 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

i, K.2: 420–421, 424–425, 436–437, 440–441, 454–455, 456–457, 495, 496–497, 520–521, 524–525, 536–537, 540–541, 554–555, 556–557, 583, 593, 594–595, K.3: 83, 501, 527, K.6: 20–21, 24–25, 36–37, 40–41, 54–55, 56–57, 95, 96–97, 181, 281

o, K.3: 418–419, 422–423, 434–435, 438–439, 452–453, 454–455, 481, 491, 492–493, 501, 516–517, 520–521, 527, 532–533, 536–537, 550–551, 552–553, 577, 589, 590–591 K.4: 79, 87,

K.6: 120–121, 124–125, 136–137, 140–141, 154–155, 156–157, 193, 194–195, 281, 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

u, K.5: 224–225, 228–229, 240–241, 244–245, 258–259, 260–261, 283, 299, 300–301, 324–325, 328–329, 340–341, 344–345, 353, 358–359, 360–361, 391, 403, 404–405, K.6: 318–319, 322–323, 334–335, 338–339, 352–353, 354–355, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 589, 590–591

word families. See Phonics/decoding, phonograms.

Phonics stories. See Decodable text.

Photographs. See Prereading strategies, Text features.

Pictures. See Prereading strategies, use illustrations; Text features, illustrations.

Plot, K.3: 126–127, 142, 144, 158, 186, 191, 200–201, 205, 324–325, 340, 342, 347, 356, 384, 398–399, 580, 585, K.4: 184, 189, K.5: 84, 330–331, 335, 346, 348, 353, 362, 373, 394, 399, 408–409, 412, 536, 586–587, K.6: 184, 324–325, 340, 342, 347, 356, 386, 391, 400–401. See also **Listening**, comprehension.

Plurals. See Nouns, Word analysis.

Poetic devices. See Sound devices and poetic elements.

Poetry. See Genres.

Position words. See Vocabulary skills/strategies.

Practice Stations. See Independent Practice Stations.

Predict

confirm predictions, K.1: 44, 146, 242, 348, 454, 556, K.2: 44, 142, 242, 342, 444, 544, K.3: 44, 144, 244, 342, 442, 540, K.4: 44, 140, 242, 342, 444, 540, K.5: 44, 142, 248, 348, 452, 550, K.6: 44, 144, 242, 342, 444, 540

predict outcomes, K.4: 171, K.5: 167

preview and predict, K.1: 42, 144, 240, 346, 452, 554, K.2: 42, 140, 240, 340, 442, 542, K.3: 42, 142, 242, 340, 440, 538, K.4: 42, 138, 240, 340, 443, 538, K.5: 42, 140, 246, 346, 450, 548, K.6: 42, 142, 240, 340, 442, 538

See also Prereading strategies.

Prepositions and prepositional phrases, K.5: 232, 249, 292, 306, 382, K.6: 128, 145, 186, 200, 272

Prereading strategies

preview and predict, K.1: 42, 144, 240, 346, 452, 554, K.2: 42, 140, 240, 340, 442, 542, K.3: 42, 142, 242, 340, 440, 538, K.4: 42, 138, 240, 340, 442, 538, K.5: 42, 140, 246, 346, 450, 548, K.6: 42, 142, 240, 340, 442, 538

set purpose for reading, K.1: 42, 144, 240, 346, 452, 554, K.2: 42, 140, 240, 340, 442, 542, K.3: 42, 142, 242, 340, 440, 538, K.4: 42, 138, 240, 340, 442, 538, K.5: 42, 140, 246, 346, 450, 548, K.6: 42, 142, 240, 340, 442, 538

use illustrations, K.1: 42, 144, 240, 346, 452, 554, K.2: 340, 542, K.3: 142, 242, 340, 440, 538, K.4: 42, 138, 240, 340, 440, 538, K.5: 42, 140, 246, 346, 548, K.6: 42, 142, 340, 442

use photographs, K.2: 42, 140, 240, 442, K.3: 42, K.4: 442, K.5: 450, K.6: 240, 538

Preview. See Predict, Prereading strategies.

Print awareness

author/illustrator/title, K.1: 142, 238, 554, K.2: 140, 442, 542, K.3: 142, 340, 440, 538, K.4: 42, 138, 340, 442, K.5: 40, 42, 140, 244, 246, 344, 346, 448, 450, 546, K.6: 42, 240, 340, 538

book handling, K.1: 24, 126

environmental print, K.1: 509, K.4: 329, K.5: 31, K.6: 398–399

letter recognition, K.1: 20–21, 36–37, 54–55, 85, 96–97, 122–123, 138–139, 156–157, 181, 192–193, 218–219, 234–235, 252–253,

287, 298–299, 324–325, 340–341, 358–359, 393, 404–405, K.2: 20–21, 36–37, 54–55, 81, 92–93, 118–119, 134–135, 152–153, 181, 192–193, 218–219, 234–235, 252–253, 281, 292–293, 318–319, 334–335, 352–353, 383, 394–395, 420–421, 436–437, 454–455, 483, 494–495, 520–521, 536–537, 554–555, 281, 592–593, K.3: 18–19, 36–37, 54–55, 83, 94–95, 120–121, 136–137, 154–155, 183, 194–195, 220–221, 236–237, 254–255, 281, 292–293, 318–319, 334–335, 352–353, 381, 392–393, 418–419, 434–435, 452–453, 479, 490–491, 516–517, 532–533, 550–551, 577, 588–589, K.4: 20–21, 36–37, 54–55, 79, 90–91, 116–117, 132–133, 150–151, 181, 192–193, 218–219, 234–235, 252–253, 281, 292–293, 318–319, 334–335, 352–353, 383, 394–395, 420–421, 436–437, 453–454, 479, 490–491, 516–517, 532–533, 550–551, 583, 594–595, K.5: 20–21, 36–37, 54–55, 81, 92–93, 118–119, 134–135, 152–153, 187, 198–199, 224–225, 240–241, 258–259, 287, 298–299, 324–325, 340–341, 358–359, 391, 402–403, 428–429, 444–445, 462–463, 489, 500–501, 526–527, 542–543, 444–445, 462–463, 489, 500–501, 526–527, 542–543, 560–561, 593, 604–605

letter/sound relationships. See Phonics, decoding.

parts of a book, K.1: 24, 40, 126, 240, 346, 452, K.2: 140, 542, K.3: 42, 538, K.4: 42, 138, 442, K.5: 140, 246, K.6: 42, 142, 442

progression, left-to-right, K.1: 42, 126, 144, 554, K.5: 41, 548

progression, top-to-bottom, K.1: 42, 126, 144, 240, 346, 554, K.5: 41, 548

punctuation, K.2: 42, K.3: 242

return sweep, K.1: 144

title, K.1: 126, 452, 554, K.2: 140, 442, K.3: 142, 340, 440, K.4: 42, 138, 340, 442, K.5: 42, 246, 346, 450, K.6: 42, 240, 340, 538

understands relationship between print and pictures, K.2: 340, K.6: 142

words convey meaning, K.2: 340, 442, 542, K.3: 340, K.4: 42, 138, K.5: 246, K.6: 340

words, count, K.4: 538, K.6: 442

words, separated by spaces, K.1: 237, 599, K.2: 23, 587, K.3: 39, 583, K.4: 538, K.5: 613, K.6: 442

Prior knowledge. See Prereading strategies.

Procedural text. See Genres, directions.

Progress monitoring. See Assessment.

Pronouns, K.4: 524, 541, 545, 588, 602, K.5: 72, K.6: 28, 45, 49, 88, 91, 102, 105, 172

Proofreading. See Writing process.

Punctuation. See Exclamation mark, Period, Question mark.

Purposes for reading. See Prereading strategies, set purpose for reading.

Q

Questioning. See Listening, activities; Speaking.

Question mark, K.5: 28, 30, 45, 86, 100, 126, 143, 178, 183, 192, 206, 278, K.6: 326, 329, 343, 388, 402, 470

R

Read aloud, K.1: 26–27, 128–129, 224–225, 330–331, 436–437, 538–539, K.2: 26–27, 124–125, 224–225, 324–325, 426–427, 526–527, K.3: 26–27, 126–127, 226–227, 324–325, 424–425, 522–523, K.4: 26–27, 122–123, 225–226, 324–325, 426–427, 522–523, K.5: 26–27, 124–125, 230–231, 330–331, 434–435, 532–533, K.6: 26–27, 126–127, 224–225, 324–325, 426–427, 522–523

Reader response. See Connections, making; Response to literature.

Reading and Writing Across Texts, K.2: 87, 544, K.3: 244, K.4: 242, 287, K.5: 348, K.6: 342, 540. See also Connections, making.

Reading fluency. See Fluency, reading.

Reading to students, K.1: 26–27, 128–129, 224–225, 330–331, 436–437, 538–539, K.2: 26–27, 124–125, 224–225, 324–325, 426–427, 526–527, K.3: 26–27, 126–127, 226–227, 324–325, 424–425, 522–523, K.4: 26–27, 122–123, 225–226, 324–325, 426–427, 522–523, K.5: 26–27, 124–125, 230–231, 330–331, 434–435, 532–533, K.6: 26–27, 126–127, 224–225, 324–325, 426–427, 522–523

Realism and fantasy, K.2: 324–325, 329, 340, 342, 356, 379, 386, 391, 400–401, 526–527, 542, 544, 549, 558, 577, 584, 598–599, K.3: 186, K.4: 586, 591, K.5: 26–27, 31, 42, 44, 45, 49, 58–59, 77, 84, 98–99, 102, 103, 177, K.6: 482

Realistic fiction. See Genres.

Recipe. See Genres, Graphic sources.

Reference sources

expert, K.5: 552

Internet, K.5: 552

media, K.5: 552

Research/study skills

evaluate sources, K.5: 552

gather evidence, K.5: 585

Response to literature

dramatic, K.1: 132, 174–175, 542, 586–587, K.3: 30, 76–77, K.5: 128, 180–181

oral, K.1: 44–45, 146, 242, 348, 454, 556, K.2: 44, 142, 242, 342, 444, 544, K.3: 44, 144, 244, 342, 442, 540, K.4: 44, 140, 242, 342, 444, 540, K.5: 44, 142, 248, 348, 452, 550, K.6: 44, 144, 242, 342, 444, 540

written, K.1: 44–45, 46, 145–146, 147, 242, 246, 348, 349, 454, 455, 556, K.2: 44, 46, 142, 144, 242, 244, 342, 344, 444, 446, 544, K.3: 44, 46, 144, 146, 244, 246, 342, 344, 442, 444, 540, K.4: 44, 46, 140, 142, 242, 244, 342, 344, 444, 446, 540, K.5: 44, 46, 142, 144, 248, 250, 348, 350, 452, 454, 550, K.6: 44, 46, 144, 146, 242, 244, 342, 344, 444, 446, 540

See also Connections, making; Literary response and appreciation.

Retelling. See Speaking.

Rhyme. See Literary terms, Sound devices and poetic elements.

Rhythm. See Literary terms, Sound devices and poetic elements.

S

School-home connection

Family Times newsletter, K.1: 30, 132, 228, 334, 440, 542, K.2: 30, 128, 228, 328, 430, 530, K.3: 30, 130, 230, 328, 428, 526, K.4: 30, 126, 228, 328, 430, 526, K.5: 30, 128, 234, 334, 438, 536, K.6: 30, 130, 228, 328, 430, 526

Science activities. See Cross-curricular connections.

Seasonal words. See Vocabulary skills/strategies.

Sentences

complete, K.3: 426, 429, 443, 484, 498, 501, 524, 541, 568, 582, 585, 596, 599, K.4: 70, 226, 229, 243, 286, 289, 300, 374, 379, K.6: 524, 527, 541, 573, 582, 596

parts of

predicate, K.4: 124, 127, 141, 186, 189, 200, 272, 277, K.6: 524, 527, 541, 573, 582, 596

subject, K.4: 28, 31, 45, 74, 84, 98, 172, K.6: 524, 527, 541, 582, 573, 596

types of

declarative, K.4: 326, 329, 343, 388, 391, 402, 470, K.6: 226, 229, 243, 247, 286, 300, 374

exclamatory, K.6: 428, 445, 489, 498, 568

interrogative, K.5: 28, 30, 45, 86, 100, 126, 143, 178, 183, 192, 206, 278, K.6: 326, 329, 343, 388, 402, 470

word groups, meaningful, K.3: 514, 531, 572, 586, 678

Sequence

directions, follow/give, K.1: 30, 80–81, K.2: 150, 196–197, 199, K.4: 30, 73–74, 296–297

sequence of events, K.1: 65, 224–225, 243, 247, 256, 283, 290, 304–305, 498, K.2: 62, 64, 184, 386, 426–427, 458, 462, 466, 468, 473, 479, 486, 500–501, 584, K.3: 131, 179, K.4: 26–27, 31, 45, 58, 63, 68, 75, 82, 96–97, 101, 224–225, 229, 243, 247, 256, 260, 266, 271, 284, 289, 298–299, 303, K.5: 170, 190, K.6: 166, 405

steps in a process, K.4: 229, 296–297

See also Listening.

Sequence words. See Vocabulary skills/strategies.

Setting, K.1: 128–129, 146–147, 160, 184, 198–199, 290, 396, K.2: 124–125, 140, 142, 147, 156, 184, 198–199, 203, K.4: 387, 522–523, 538, 540, 545, 554, 579, 586, 600–601, K.6: 426–427, 431, 442, 444, 458, 482, 496–497, 526, 570–571. See also Listening, comprehension.

Setting purpose for reading. See Prereading strategies.

Shades of meaning. See Verbs, Vocabulary development.

Shape words. See Vocabulary skills/strategies.

Sign. See Graphic sources.

Size words. See Vocabulary skills/strategies.

Small Group Time, K.1: 12–13, 25, 41, 57, 87, 97, 114–115, 127, 143, 159, 183, 193, 210–211, 223, 239, 255, 289, 299, 329, 345, 361, 395, 405, 435, 451, 467, 497, 507, 537, 553, 569, 595, 605, K.2: 25, 41, 57, 83, 93, 123, 139, 155, 183, 193, 223, 239, 255, 283, 293, 323, 339, 355, 385, 395, 425, 441, 457, 485, 495, 525, 541, 557, 583, 593, K.3: 25, 41, 57, 85, 95, 125, 141, 157, 185, 195, 225, 241, 257, 283, 293, 323, 339, 355, 383, 393, 423, 439, 455, 481, 491, 521, 537, 553, 579, 589, K.4: 25, 41, 57, 81, 91, 121, 137, 153, 183, 193, 223, 239, 255, 283, 293, 323, 339, 355, 385, 395, 425, 441, 457, 481, 491, 521, 537, 553, 585, 595, K.5: 12–13, 25, 41, 57, 83, 93, 110–111, 123, 139, 155, 189, 199, 216–217, 229, 245, 261, 289, 299, 329, 345, 361, 393, 403, 433, 449, 465, 491, 501, 531, 547, 563, 595, 605, K.6: 25, 41, 57, 85, 95, 125, 141, 157, 183, 193, 223, 239, 255, 283, 293, 323, 339, 355, 385, 395, 425, 441, 457, 481, 491, 521, 537, 553, 579, 589

Social studies activities. See Cross-curricular connections.

Sound devices and poetic elements

rhyme, K.1: 228, 280–281, K.2: 498–499, K.3: 98–99, 230, 274–275, K.4: 526, 576–577, K.5: 96–97

rhythm, K.1: 228, 280–281, K.2: 498–499, K.3: 98–99, 230, 274–275, K.4: 526, 576–577, K.5: 96–97

See also Literary terms.

Sound segmenting/blending. See Phonemic awareness.

Speaking

announcements, K.1: 440, 488, 489

book report, K.6: 328, 376–377

compare/contrast, K.4: 126, 174–175

description, K.1: 334, 386–387, K.2: 430, 476–477, K.5: 438, 482–483

directions, K.1: 30, 78–79, K.2: 128, 174–175, K.4: 30, 72–73

discussion, K.1: 44, 146, 242, 348, 454, 556, K.2: 44, 142, 228, 242, 274–275, 342, 444, 544, K.3: 44, 144, 244, 342, 442, 526, 540, 570–571, K.4: 44, 140, 242, 328, 376–377, 328, 342, 376–377, 444, 540, K.5: 30, 44, 74–75, 142, 234, 248, 280–281, 348, 452, 536, 550, 586–587, K.6: 44, 130, 144, 174–175, 242, 328, 342, 376–377, 444, 526, 540, 570–571

dramatization, K.1: 132, 174–175, 542, 586–587, K.3: 30, 76–77, K.5: 128, 180–181

messages, K.3: 428, 472–473

names, K.1: 28, 45, 76, 90, 104

poems, K.4: 526, 576–577

presentation, K.3: 328, 374–375, K.5: 438, 482–483, K.6: 430, 472–473

questioning, K.3: 526, 570–571, K.5: 30, 74–75

recitation, K.6: 30, 76–77

story telling/retelling, K.1: 42–43, 58, 144–145, 160, 240–241, 256, 347, 362, 453, 468, 554, 570, 572, K.2: 42, 58, 140, 156, 240, 256, 340, 356, 442, 458, 542, 558, K.3: 42, 58, 142, 158, 242, 258, 340, 356, 384, 440, 456, 538, 554, K.4: 43, 58, 138, 154, 240, 256, 340, 356,

442, 458, 538, 554, K.5: 42, 58, 140–141, 156, 246–247, 256, 262, 346–347, 362, 450–451, 466, 548–549, 564, K.6: 42, 58, 142, 156, 158, 240, 256, 262, 340, 356, 442, 458, 538, 554

Speaking and Listening. See Listening, Speaking.

Spelling, K.1: 496, 594, K.2: 82, 182, 282, 384, 484, 582, K.3: 84, 184, 282, 382, 480, 578, K.4: 80, 182, 282, 384, 480, 584, K.5: 82, 188, 288, 392, 490, 594, K.6: 84, 182, 282, 384, 480, 578. See also Phonics/decoding.

Story elements. See Character, Plot, Setting, Theme.

Story structure. See Plot.

Structural analysis. See Word analysis.

Study strategies. See Graphic and semantic organizers, Graphic sources, Research/study skills.

Subject–verb agreement, K.3: 228, 245, 286, 300, 372, 377, 438, 442, 443

Success predictors. See Assessment, progress monitoring.

Syllables. See Phonemic awareness.

T

Table of contents. See Parts of a book.

Tables. See Graphic and semantic organizers, types.

Target comprehension skills. See Comprehension skills, explicit/implicit instruction for a total listing of these skills.

Target comprehension strategies. See Comprehension strategies for a total listing of these strategies.

Teaching strategies

classroom-based assessment. See Assessment.

modeling. This strategy is part of every lesson.

think-aloud. This strategy is part of every lesson.

See also Assessment.

Technology

e-Street Interactive, K.1: 9, 111, 207, 313, 419, K.2: 9, 107, 207, 307, 409, K.3: 9, 109, 209, 307, 407, K.4: 9, 105, 207, 307, 409, K.5: 9, 107, 213, 313, 417, K.6: 9, 109, 207, 307, 409, 505

Testing. See Assessment.

Text-based comprehension, K.1: 26–27, 42–43, 58–59, 88–89, 128–129, 144–145, 160–161, 185–186, 224–225, 240–241, 256–257, 290–291, 330–331, 346–347, 362–363, 396–397, 436–437, 452–453, 498–499, 538–539, 554–555, 570–571, 596–597, K.2: 26–27, 42–43, 58–59, 84–85, 124–125, 140–141, 156–157, 184–185, 224–225, 240–241, 256–257, 284–285, 324–325, 340–341, 356–357, 386–387, 426–427, 442–443, 486–487, 526–527, 543–544, 558–559, 284–585, K.3: 26–27, 42–43, 58–59, 86–87, 126–127, 158–159, 186–187, 226–227, 242–243, 258–259, 324–325, 340–341, 356–357, 384–385, 424–425, 440–441, 456, 457, 482–483, 522–523, 538–539, 554–555, 580–581, K.4: 26–27, 42–43, 58–59, 82–83, 122–123, 138–139, 154–155, 184–185, 225–226, 240–241, 256–257, 284–285, 324–325, 340–341, 356–357, 386–387, 426–427, 442–443, 458–459, 522–523, 538–539, 554–555, 586–587, K.5: 26–27, 42–43, 58–59, 84–85, 124–125, 140–141, 156–157, 190–191, 230–231, 246–247, 262–263, 290–291, 330–331, 346–347, 362–363, 394–395, 434–435, 450–451, 466–467, 492–493, 532–533, 548–549, 564–565, 596–597, K.6: 26–27, 42–43, 58–59, 86–87, 126–127, 142–143, 158–159, 184–185, 224–225, 240–241, 256–257, 284–285, 324–325, 356–357, 386–387, 426–427, 442–443, 482–483, 522–523, 538–539, 554–555, 580–581

Text-based evidence, K.1: 45, 147, 243, 455, 557, K.2: 143, 243, 343, 445, 545, K.3: 45, 145, 245, 343, 443, 541, K.4: 45, 141, 243, 343, 445, 540, K.5: 45, 143, 249, 349, 362, 453, 551, K.6: 45, 145, 243, 343, 445, 541

Text complexity, K.1: 8, 59, 160, 257, 363, 468, 571, K.2: 59, 157, 257, 357, 458, 559, K.3: 59, 158, 259, 356, 457, 555, 5.4: 58, 154, 257, 357, 458,

554, K.5: 59, 157, 263, 362, 467, 565, K.6: 58, 159, 256, 357, 458, 555.
See *also* weekly tabs in Teacher's Edition.

Text features

illustrations, K.1: 42, 144, 240, 346, 452, 554, K.2: 340, 542, K.3: 142, 242, 340, 440, 538 K.4: 42, 138, 240, 340, 538, K.5: 42, 140, 246, 346, 548, K.6: 42, 142, 340, 442

photographs, K.2: 42, 140, 240, 442, K.3: 42, K.4: 442, K.5: 450, K.6: 240, 538

title, K.1: 452, 554, K.2: 140, 442, K.3: 142, 242, 340, 440, K.4: 42, 138, 340, 442, K.5: 42, 246, 346, 450, K.6: 42, 240, 340, 538

See *also* Graphic sources, Parts of a book.

Theme, K.5: 596

Think-aloud statements. Think-alouds and teacher modeling are demonstrated throughout weekly lessons as basic teaching strategies.

Time sequence. See *Sequence*.

Time words. See *Vocabulary skills/strategies*.

Title. See *Parts of a book*, *Print awareness*.

Title page. See *Parts of a book*.

Trade book, K.3: 142–143, 159–173, 187, 340–341, 357–371, 385, 538–539, 556–567, 581, K.4: 138–139, 156–171, 185, 340–341, 358–373, 387, 538–539, 555–573, 587, K.5: 140–141, 158–177, 191, 346–347, 363–381, 395, 548–549, 566–583, 597, K.6: 142–143, 160–171, 185, 340–341, 358–373, 387, 538–539, 556–557, 581

Transportation words. See *Vocabulary skills/strategies*.

Types of literature. See *Genres*.

U

Usage. See *Grammar and usage for all grammar and usage listings*.

V

Venn diagram. See *Graphic and semantic organizers, types*.

Verbs

action, K.1: 332, 335, 349, 398, 401, 412, 486, 491, K.3: 28, 30, 31, 45, 49, 88, 90, 91, 102, 174, K.5: 534, 551, 555, 598, 601, 612, K.6: 74

shades of meaning, K.3: 45, 88, 102, 151, 174, 188, 202, 233, 326, 343, 386, 400, 470, K.5: 441, 534, 551, 598, 612, K.6: 74, 331

tense

future, K.3: 326, 329, 343, 386, 400, 470, 475

past, K.3: 128, 145, 149, 188, 202, 272, 276

present, K.3: 128, 145, 149, 188, 202, 272, 276, 326, 329, 343, 386, 400, 470, 475

Vocabulary development.

shades of meaning, K.3: 45, 88, 102, 151, 174, 188, 202, 233, 326, 343, 386, 400, 470, K.5: 441, 534, 551, 598, 612, K.6: 74, 331

See *also* *Academic vocabulary*, *Vocabulary skills/strategies*.

Vocabulary skills/strategies

action words, K.3: 147, 148, 190, K.5: 553, 554, 600, K.6: 245, 246, 288

animal/baby words, K.2: 245, 246, 288

antonyms, K.1: 249, K.2: 428, 431, 445, 488, 502, 572, K.3: 445, 446, 486, K.5: 534, 598

bug words, K.6: 543, 544, 584

color words, K.1: 149, 150, 188, K.2: 47, 48, 88, K.3: 47, 48, 90

directional words, K.2: 547, 548, 588, K.4: 447, 448, 486

feeling words, K.3: 345, 346, 388, K.6: 447, 448, 486

job words, K.5: 251, 252, 294

location words, K.1: 351, 352, 400, K.6: 147, 148, 188, 345, 346, 390

multiple-meaning words, K.1: 179, K.5: 237

nature words, K.2: 145, 146, 188

position words, K.1: 457, 458, 502, K.3: 247, 248, 288, K.5: 145, 146, 194

seasonal words, K.2: 345, 346, 390

sequence words, K.2: 447, 448, 490, K.4: 47, 48, 86

shape words, K.1: 245, 246, 294, K.4: 245, 246, 288

size words, K.1: 559, 560, 600

texture words, K.3: 543, 544, 584, K.4: 143, 144, 188

time words, K.4: 543, 544, 590, K.5: 351, 352, 398

transportation words, K.1: 47, 48, 92, K.5: 47, 48, 88

See *also* *Word analysis*.

W

Web. See *Graphic and semantic organizers, types*.

Word analysis

affixes, K.1: 243, 438, K.2: 488, K.4: 147, 179, K.6: 74

compound words, K.4: 345, 346, 390, K.5: 455, 456, K.6: 47, 48, 90

inflected endings, K.2: 28, 31, 45, 86, 100, K.3: 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377, K.5: 332, 349, 396, 410, 480, K.6: 74

plurals, K.2: 28, 31, 45, 86, 100

See *also* *Vocabulary skills/strategies*.

Word attack skills. See *Phonics/decoding*, *Vocabulary skills/strategies*, *Word analysis*.

Word identification. See *Phonics/decoding*, *Vocabulary skills/strategies*, *Word analysis*.

Word reading. See *Fluency, reading*.

Word study. See *Phonics/decoding*, *Vocabulary skills/strategies*, *Word analysis*.

Writing about literature

Look back and write, K.1: 45, 147, 243, 348, 455, 557, 5.2: 45, 143, 243, 343, 445, 545, K.3: 45, 145, 245, 343, 443, K.4: 45, 141, 243, 343, 445, 540, K.5: 45, 143, 249, 349, 453, 551, K.6: 45, 145, 243, 343, 445, 541

Writing across Texts. See *Connections, making*; *Reading and Writing Across Texts*.

Writing forms/products

adventure story, K.4: 287, 389, 403, K.6: 389

animal adventure, K.4: 331

captions, K.1: 487, K.2: 475, K.3: 373, K.5: 73

chart, K.5: 293

comparison/contrast, K.3: 287, 485

description, K.1: 29, 31, 131, 227, K.2: 87, 127, 187, 489, K.3: 89, 129, K.4: 29, 125, 273, K.5: 29, 127, K.6: 29, 129

directions, K.4: 71

how-to, K.5: 535, 552, 585, 599, 613

informative text, K.1: 399, K.2: 403, K.3: 103, 189, K.5: 87, 193, 397, 495, K.6: 89, 301

instructions, K.1: 385

invitation, K.1: 173, K.3: 175, K.5: 481

labels, K.2: 73

letter, formal, K.5: 383

letter, informal, K.4: 471

list, K.2: 173, K.3: 401, 471, K.4: 99, 375, 525, 542, 575, 589, 603, K.5: 307, K.6: 75

name, K.1: 31, 81, 152, 155, 169, 194, 208, 222

notes, K.2: 273

personal experience, K.1: 91, 187, 293, 439, 501, 515, K.2: 29,

287, 389, 429, K.3: 29, 203, 387, 427, K.4: 85, 429, K.5: 437, K.6: 429

persuasive statement, K.3: 273

poem/rhyme, K.1: 279, K.2: 101, 375, 503, K.3: 301, 525, 542, 569, 583, 597, K.4: 173, 179, 279, K.6: 103, 273, 375, 471
questions, K.4: 227, K.5: 207, 233, K.6: 227, 287
report, K.6: 525, 542, 569, 583, 597
response to literature. *See* Writing, response to literature.
riddle, K.3: 499
sentence, K.4: 201, 301, 485, 499, K.5: 411, 495, K.6: 187, 485
song, K.1: 77, K.6: 173, 201, 403, 499
story, K.1: 333, 541, 558, 585, 599, 613, K.2: 327, 529, 546, 573, 587, 601, K.3: 327, K.4: 187, 327, K.5: 333, K.6: 327
summary, K.3: 75
Wonderful, Marvelous Me!, K.1: 29, 131

Writing modes

argument/persuasive, K.3: 273
descriptive, K.1: 29, 31, 131, 227, K.2: 87, 127, 187, 489, K.3: 89, 129, K.4: 29, 125, 273, K.5: 29, 127, K.6: 29, 129
expository, K.1: 384, 399, 487, K.2: 273, 475, K.3: 75, 175, 287, 373, 401, 471, K.4: 71, 525, 542, 575, 589, 603, K.5: 73, 87, 307, 397, 481, 535, 552, 585, 599, 613, K.6: 525, 542, 569, 583, 597
expressive, K.1: 77, 279, K.2: 101, 375, 503, K.3: 301, 525, 542, 569, 583, 597, K.4: 173, K.5: 179, 333, K.6: 103, 173, 273, 327, 375, 403, 471
narrative, K.1: 333, 541, 558, 585, 599, 613, K.2: 327, 529, 546, 573, 587, 601, K.3: 327, K.4: 187, 327, K.5: 333, K.6: 327

Writing process

draft, K.1: 558, K.2: 546, K.3: 542, K.4: 542, 575, K.5: 552, 585, K.6: 569
prewriting/planning, K.1: 541, K.2: 529, K.3: 525, K.4: 525, K.5: 535, K.6: 525, 542
proofread/edit, K.1: 599, K.2: 587, K.3: 583, K.4: 589, K.5: 613, K.6: 597
revising, K.1: 585, K.2: 573, K.3: 569, K.4: 589, K.5: 599, K.6: 583
share/publish, K.1: 613, K.2: 601, K.3: 597, K.4: 603, K.5: 613, K.6: 597

Writing purpose

share experiences, K.1: 91, 105, 187, 293, 439, 501, 515, K.2: 29, 287, 389, 429, K.3: 29, 203, 387, 427, K.4: 85, 429, K.5: 437, K.6: 429
share ideas/information, K.1: 384, 399, 487, K.2: 273, 475, K.3: 75, 175, 287, 373, 401, 471, K.4: 71, 525, 542, 575, 589, 603, K.5: 73, 87, 307, 397, 481, 535, 552, 585, 599, 613, K.6: 525, 542, 569, 583, 597
share rhymes and stories, K.1: 77, 279, K.2: 101, 375, 503, K.3: 301, 525, 542, 569, 583, 597, K.4: 173, K.5: 179, 333, K.6: 103, 173, 273, 327, 375, 403, 471

Writing, response to literature, K.1: 46, 148, 244, 350, 456, K.2: 46, 144, 244, 344, 446, K.3: 46, 146, 246, 344, 444, K.4: 46, 142, 244, 344, 446, K.5: 45, 143, 144, 249, 250, 349, 432, 454, 551, K.6: 46, 146, 244, 344, 446

Writing strategies. *See* Writing process.

Writing with technology, K.1: 558, 585, 599, 613, K.2: 546, 573, 587, 601, K.3: 542, 569, 583, 597, K.4: 575, 589, 603, K.5: 585, 599, 613, K.6: 569, 583, 597

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