

Houghton Mifflin Reading © 2001
Houghton Mifflin Company
Kindergarten

correlated to Chicago Public Schools
Reading/Language Arts

| Chicago Language Arts | <i>Houghton Mifflin Reading</i> © 2001 |
|--|--|
| STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY. | |
| CAS A. Use a wide variety of strategic reading behaviors to comprehend the literal and nonliteral meaning of text to be informed, to perform a task, and for literary experience. | |
| <u>CFS</u> | |
| 1. Retell stories from writing, reading, or pictures. | Retelling, TE1: T35; TE2: T41, T95; TE3: T99, T148; TE4: T144; TE5: T41, T95, T144; TE6: T41, T95; TE7: T41, T97, T146; TE8: T41, T95, T144; TE9: T43, T97; TE10: T41, T97 |
| 2. Identify main idea from oral stories and pictures. | Main Idea/Topic, TE8: T94; TE10: T96 |
| 3. Identify location, time, and order (e.g., near, far, beginning, middle, ending, before, during, and after). | Location Words, TE4: T15, T25, T45, T60, T80, T92, T100; TE7: T69, T70, T79, T94, T126 Order Words, TE3: T137, T145, T153; TE9: T125 |
| 4. Recognize the author’s purpose of a story. | See Levels One through Six for recognizing an author’s purpose and point of view. |
| 5. Organize information sequentially from oral stories and pictures. | Retell Sequence and Details, TE1: T53, T112; TE2: T33; TE5: T86, T117; TE9: T34; TE10: T11, T32; PB: 153–154 |
| 6. Make predictions using oral stories and pictures. | Confirm/Adjust Predictions While Listening/Viewing, TE3: T30; TE4: T41; TE7: T118; TE9: T64, T74, T85, T96; TE10: T62, T72, T83, T86, T96 |

| | |
|--|---|
| Chicago Language Arts | Houghton Mifflin Reading © 2001 |
| 7. Use prior knowledge to dramatize familiar stories. | Dramatize Stories, TE3: T15; TE4: T69; TE10: T63 |
| CAS B. Use a wide variety of word analysis strategies to read and comprehend unfamiliar words and material. | |
| CFS | |
| 1. Demonstrate how print is organized and read: | |
| <ul style="list-style-type: none"> identify front cover, back cover, spine, and title page of a book. | Beginning and Ending of a Book, TE1: 112 Book/Page Handling, TE1: W7, T11 |
| <ul style="list-style-type: none"> follow words from left to right and top to bottom on a printed page. | Directionality: Left-Right; Top-Bottom, TE1: T23, T25, T27, T35, T67, T79, T104, T110, T118, T119; TE3: T31, T43, T87, T99, T148; TE5: T95; TE8: T31, T41, T83, T95, T144 |
| <ul style="list-style-type: none"> associate meaning with print. | Print and Meaning, TE2: T68; TE3: T14; TE4: T14, T68, T85, T95; TE5: T127, T137, T144; TE7: T68, T129, T139, T146, T147; TE8: T68; TE10: T14 |
| 2. Apply word recognition and analysis skills associated with emergent literacy and early readers: | |
| <ul style="list-style-type: none"> name upper and lowercase letters. | Letter Names, TE1: W7, W9, W11, W13, W15, W17, W19, W21, W23, W25, T36, T42, T56, T62, T74, T86, T100, T106, T114, T120, T126; PB: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 22, 23, 25–27, 31, 32, 34–36, 38, 39, 41–44 |
| <ul style="list-style-type: none"> distinguish letters from words. | Distinguish Letter, Word, TE4: T30, T41; TE5: T84, T95; TE9: T97, T129, T139, T147 |

| Chicago Language Arts | <i>Houghton Mifflin Reading</i> © 2001 |
|---|---|
| <ul style="list-style-type: none"> identify and use beginning consonants in single-syllable words. | <p>Beginning Consonants, TE2: T66, T67, T74, T75, T88, T89, T92, T96, T97, T99, T104, T121, T128, T147, T154; TE3: T45, T52, T68–T69, T76–T77, T83, T92–T93, T100–T101, T108, T158; TE4: T12, T13, T20, T34, T42, T67, T74, T121, T128–T129, T146; TE5: T66–T67, T74–T75, T96, T120–T121, T128–T129, T138, T146; TE6: T12–T13, T20–T21, T42, T66–T67, T74–T75; TE7: T12, T20–T21, T26, T42, T67, T74, T123, T130–T131, T140, T156; TE8: T13, T20, T21, T128, T129, T138, T146; TE9: T13, T69, T76, T90; TE10: T13, T20–T21, T34, T66–T67, T74, T75, T90, T98, T130, T131; PB: 49, 52, 59, 62, 69, 71, 77, 80, 87, 90, 98, 100, 101, 107, 117, 128, 137, 147, 158, 167, 177, 187, 197, 207, 227, 237, 247, 257, 267, 277, 287, 297, 305–307</p> |
| <ul style="list-style-type: none"> match sounds to symbols (letters). | <p>Matches Spoken Letters/Words to Print, TE2: T68; TE3: T14; TE4: T14, T68, T85, T95; TE5: T127, T137, T144; TE7: T68, T129, T139, T146, T147; TE8: T68; TE10: T14</p> |
| <ul style="list-style-type: none"> read one-syllable and high frequency words. | <p>Read Phonograms, TE2: T143; TE4: T9, T17, T27, T39, T47, T61, T71, T81, T93, T101, T115, T125, T135, T143, T151; TE5: T61, T71, T81, T93, T101, T115, T125, T135, T143, T151; TE6: T9, T17, T27, T39, T47, T61, T71, T81, T93, T101, T115, T125, T135, T143, T151</p> <p>Read High-Frequency Words, TE2: T22, T23, T26, T38, T51, T53, T60, T68, T70, T76, T78, T80, T105, T109, T122, T130, T131, T132, T155; TE3: T14, T22–T23, T26, T48, T53, T70, T78–T79, T109, T134–T135, T159; TE4: T14, T22, T23, T24, T51, T68, T78, T105, T122, T130, T131, T132, T155; TE5: T22–T23, T76–T77, T105, T130–T131, T155; TE6: T22–T23, T51, T76–T77, T105, T130–T131, T155; TE7: T22–T23, T24, T51, T68, T76–T77, T107, T124, T132, T134, T157; TE8: T14, T51, T68, T105, T122, T155; TE9: T53, T107, T157; TE10: T14, T24, T51, T76–T77, T78, T107; PB: 50, 53, 60, 63, 72, 78, 81, 88, 91, 99, 102, 108, 112, 118, 122, 129, 132, 198, 202, 208, 212, 218, 222, 232, 238, 242, 248, 252, 258, 262, 268, 272, 278, 282, 288, 292, 298, 302, 308, 312</p> |

| | |
|--|---|
| <p>Chicago Language Arts</p> | <p><i>Houghton Mifflin Reading</i> © 2001</p> |
| <ul style="list-style-type: none"> • identify rhyming words. | <p>Identify Rhyme, TE1: T9, T15, T21, T33, T39, T51, T59, T65, T77, T83, T95, T103, T109, T117, T123; TE5: T85; TE8: T25, T86; TE9: T71, T81, T87, T93</p> |
| <ul style="list-style-type: none"> • use beginning and ending consonants in sounding single-syllable words. | <p>Sounding Single Consonant Words, TE2: T143; TE4: T9, T17, T27, T39, T47, T61, T71, T81, T93, T101, T115, T125, T135, T143, T151; TE5: T61, T71, T81, T93, T101, T115, T125, T135, T143, T151; TE6: T9, T17, T27, T39, T47, T61, T71, T81, T93, T101, T115, T125, T135, T143, T151</p> |
| <p>CAS C. Read familiar materials aloud with rhythm, flow, accuracy, and phrasing to convey meaning.</p> | |
| <p><u>CFS</u></p> | |
| <p>Does not apply.</p> | |
| <p>CAS D. Exhibit engagement in reading by responding to text orally, in writing, or through the arts.</p> | |
| <p><u>CFS</u></p> | |
| <p>1. Deliver oral presentations, role-play, choral response, and oral dramatizations.</p> | <p>Choral Reading, TE9: T87 Role-Play, TE1: T97 Dramatic Play Center, TE1: T28, T53, T97, T112; TE2: T59, T63, T113, T117; TE3: T61, T65, T103, T110, T116, T121; TE5: T59, T63; TE6: T59, T63, T113, T117; TE7: T33, T63, T79, T119; TE8: T7, T33, T59, T63; TE9: T61, T65, T115, T125; TE10: T25, T33, T63</p> |
| <p>2. Construct big books, dioramas, murals, illustrations, songs, and plays.</p> | <p>Responding to Literature through Art, TE5: T127; TE9: T35</p> |
| <p>STATE GOAL 2: UNDERSTAND EXPLICIT AND IMPLICIT MEANING IN LITERATURE REPRESENTING INDIVIDUAL, COMMUNITY, NATIONAL, WORLD, AND HISTORICAL PERSPECTIVES.</p> | |
| <p>CAS A. Distinguish among literary terms, techniques, and forms in significant types of literature.</p> | |
| <p><u>CFS</u></p> | |

| | |
|--|--|
| Chicago Language Arts | Houghton Mifflin Reading © 2001 |
| 1. Distinguish reality from make-believe. | Fantasy/Realism, TE5: T83; TE6: T10, T18, T30, T31, T32, T40, T48, T116, T126, T152; TE8: T10, T18, T29, T31, T40, T48, T84; TE9: T31, T86, T96; TE10: T84; PB: 163, 169, 223, 229 |
| CAS B. Read, comprehend, and interpret works of literature representative of various cultures, time periods, traditions, experiences, and points of view. | |
| <u>CFS</u> | |
| Does not apply. | |
| STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES. | |
| CAS A. Produce documents and other written works that adhere to Standard English conventions. | |
| <u>CFS</u> | |
| 1. Use punctuation skills appropriate for kindergarten: periods, question marks, exclamation marks, and commas. | Using Punctuation in Writing, TE2: T45, T99; TE3: T47, T153; TE4: T37; TE6: T37, T45, T99, T149; TE7: T45; TE8: T37, T45, T99; TE9: T101, T143, T151; TE10: T37, T45, T143, T151 |
| CAS B. Write with focus, coherence, and clarity. | |
| <u>CFS</u> | |
| 1. Write random letters, groups of letters, words, and sentences. | Copies Letters, Words, and Sentences, TE5: T84, T95; TE9: T29, T97, T129, T139, T147 |
| CAS C. Use stages of the writing process to develop short narrative, descriptive, expository, and persuasive texts that communicate in terms of audience, purpose, and context. | |
| <u>CFS</u> | |
| 1. Dictate descriptive sentences that express reactions, feelings, and thoughts in clear, concise, and appropriate ways. | Dictating Ideas, TE1: T115; TE2: T37, T45, T91, T99; TE6: T37 Dictate a Story, TE1: T75, T81, T87; TE2: T149; TE4: T91; TE6: T141, T149; TE7: T101, T109; TE8: T37; TE9: T143, T151 |
| STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS. | |
| CAS A. Listen and respond appropriately to oral messages. | |

| Chicago Language Arts | <i>Houghton Mifflin Reading</i> © 2001 |
|---|---|
| <u>CFS</u> | |
| 1. Follow one-step, two-step, and three-step oral directions. | Listens to Follow Directions, TE3: T103, T137, T145, T153; TE4: T15, T25, T149; TE7: T37, T45, T69; TE10: T143, T151 |
| 2. Listen to develop strategies for asking questions. | Asks and Responds to Questions while Listening and Speaking, TE5: T116; TE8: T62; TE10: T10 |
| 3. Demonstrate attentive listening in a variety of situations. | Listens Attentively, TE1: xii; TE6: xii |
| CAS B. Use Standard English to communicate orally in a well-organized and coherent manner appropriate to purpose and audience. | |
| <u>CFS</u> | |
| 1. Demonstrate a command of essential oral communication and listening skills: | |
| <ul style="list-style-type: none"> express ideas in complete sentences. | Making Up Sentences/Questions, TE2: T68, T76, T78, T105, T122, T124, T132, T155; TE3: T24, T80, T136; TE4: T14, T22, T24, T51, T61, T78, T105, T122, T132; TE5: T78, T132; TE6: T24, T78, T132; TE7: T22, T24, T51, T68, T76, T78, T107, T124, T132, T134, T149; TE8: T14, T22, T24, (continued) |
| <ul style="list-style-type: none"> express ideas in complete sentences. (continued) | Making Up Sentences/Questions, TE8: (continued) T51, T76, T78, T97, T105, T122, T130, T132, T155; TE9: T24, T80, T134; TE10: T14, T22, T24, T43, T78 |
| <ul style="list-style-type: none"> use singular and plural nouns correctly. | Nouns (Naming Words), TE1: T57, T63, T75; TE2: T69, T79, T123, T133; TE3: T71; TE8: T15, T45, T69, T99, T123, T133; TE10: T15 Noun Plurals, TE2: T133 |
| 2. Demonstrate ability to understand and apply oral language to describe and to inform: | |
| <ul style="list-style-type: none"> speak clearly in complete sentences. | Make Up Sentences/Questions, TE4: T9; TE5: T84; TE9: T29, T97, T129, T139, T147 |

| Chicago Language Arts | <i>Houghton Mifflin Reading</i> © 2001 |
|---|--|
| <ul style="list-style-type: none"> • speak oral language appropriate for age. | Choices for Oral Language, TE1: T13, T19, T59, T63, T101; TE2: T15, T25, T69, T79, T123, T133; TE3: T15, T25, T71, T81, T127, T137; TE4: T15, T25, T69, T79, T123, T133; TE5: T15, T25, T69, T79, T123, T133; TE6: T15, T25, T69, T79, T123, T133; TE7: T15, T25, T69, T79, T125, T135; TE8: T15, T25, T69, T79, T123, T133; TE9: T15, T25, T71, T81, T125, T135; TE10: T15, T25, T69, T79, T125, T135 |
| <ul style="list-style-type: none"> • adapt speech and manner to audience, setting, and occasion. | Informal speech is not discussed at this level. See TE2: T18 for related topic. |
| CAS C. Speak clearly and coherently in formal and informal settings. | |
| <u>CFS</u> | |
| 1. Use sequential order in relating events. | Retell Sequence and Details, TE1: T53, T112; TE2: T33; TE5: T86, T117; TE9: T34; TE10: T11, T32; PB: 153–154 |
| 2. Create and present oral stories and reports for dictation. | Shared Writing, TE1: T31, T75, T115; TE2: T36, T45, T91, T141, T149; TE3: T39, T95, T145; TE4: T37, T91, T141; TE5: T37, T91, T141; TE6: T37, T91, T141; TE7: T37, T93, T143; TE8: T37, T91, T141; TE9: T39, T93, T143; TE10: T37, T92, T93, T143 |
| 3. Create and participate in oral dramatic presentations of poems and stories. | Recite Favorite Poem, TE1: W4, W6, W8, W10, W12, W14, W16, W18, W20, W22 Choral Reading, TE9: T87 Role-Play, TE1: T97 Oral Presentations, TE1: xii; TE6: xii |
| STATE GOAL 5: USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION. | |
| CAS A. Conduct basic research using a variety of technological tools and research. | |
| <u>CFS</u> | |
| 1. Ask how and why questions: | |
| <ul style="list-style-type: none"> • conduct interviews. | Teachers may incorporate conducting an interview into the following lessons: TE2: T82–T87, T94–T95; TE5: T94–T95; TE8: T94–T95 |

| | |
|---|---|
| Chicago Language Arts | <i>Houghton Mifflin Reading</i> © 2001 |
| 2. Locate information in reference materials: | |
| <ul style="list-style-type: none">examine pictures and charts. | Pictures, TE1: T29; TE3: T19 Charts, TE3: T15, T71 |