

Scholastic
Focus: Nonfiction Guided Reading Program, Blue Edition ©2002
 correlated to the
 Connecticut Blueprint for Reading Achievement

Grade K

Connecticut's Blueprint for Reading Achievement	<i>Focus: Nonfiction Guided Reading Program, Blue Edition</i>
Kindergarten Reading Competencies	
Word Identification	
Demonstrates phonological awareness:	
<ul style="list-style-type: none"> Rhymes spoken words 	<p>The opportunity to address this objective is available. See the following:</p> <p>In the Woods; Kites; Rain! Rain!; Ten Cats Have Hats; A Buzz is Part of a Bee; Look! I Can Read!; Pizza Party!; Soccer Game; Why Can't I Fly?; Messy Bessey's Family Reunion</p>
<ul style="list-style-type: none"> Identifies spoken words with similar initial sounds 	<p>The opportunity to address this objective is available. See the following:</p> <p>Games; My Color; What Bears Like; Baby Animals Learn; Carrots; Water; From Egg to Robin; It's a Party; Joshua James Likes Trucks; Too Many Balloons; Where Do Birds Live?; I Can See; Just Like Me</p>
<ul style="list-style-type: none"> Identifies spoken words with similar ending sounds 	<p>The opportunity to address this objective is available. See the following:</p> <p>Baby Animals Learn; Carrots; From Egg to Robin; It's a Party; Joshua James Likes Trucks; Too Many Balloons</p>

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<ul style="list-style-type: none"> • Blends up to three or four orally presented phonemes into a correct word 	<p>The opportunity to address this objective is available. See the following:</p> <p>Baby Animals Learn; I Can Run; Nests, Nests, Nests; One Happy Classroom; A Buzz is Part of a Bee; Up, Up, and Away: The Story of Amelia Earhart; Firehouse Sal; Frog's Lunch; Shine, Sun!; The Class Trip; Make It Move!; Sometimes Things Change; Caps, Hats, Socks, and Mittens: A Book About the Four Seasons; What Will the Weather Be Like Today?; Red-Eyed Tree Frog</p>

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Demonstrates basic print concepts:	
<ul style="list-style-type: none"> Recognizes that print conveys meaning 	School
<ul style="list-style-type: none"> Recognizes that printed words are composed of letters 	School
<ul style="list-style-type: none"> Recognizes that printed words are separated by spaces and that print is read left to right and top to bottom 	School
<ul style="list-style-type: none"> Begins to use one-to-one match of written and spoken words during emergent reading and writing activities 	<p>The opportunity to address this objective is available throughout. See, for example:</p> <p>My Color; We Are Painting; I See Fish; Ten Cats Have Hats; A Box Can Be Many Things; Amy Loves the Snow; Wait, Skates!; A Kiss for Little Bear; The Elves and the Shoemaker</p>
Recognizes and names all uppercase and lowercase letters	This objective falls outside the scope of <i>Scholastic Focus: Nonfiction Guided Reading Program, Blue Edition</i> .
Demonstrates letter-sound correspondences for all single consonants	This objective falls outside the scope of <i>Scholastic Focus: Nonfiction Guided Reading Program, Blue Edition</i> .
Has a basic understanding of the alphabetic principle (i.e., the idea that the letters in printed words represent sounds in spoken words)	This objective falls outside the scope of <i>Scholastic Focus: Nonfiction Guided Reading Program, Blue Edition</i> .

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Recognizes sight words taught as part of the kindergarten curriculum	Kittens; Let's Go!; My Color; School; We Can!; We Like to Play!; What am I?; I See Fish; I Know Karate; Rain! Rain!; Is This You?; Shine, Sun!; Sometimes Things Change

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Connecticut’s Blueprint for Reading Achievement	<i>Focus: Nonfiction Guided Reading Program, Blue Edition</i>
Fluent and Accurate Word Identification in Context	
Recognizes sight words taught as part of the kindergarten curriculum in context	Kittens; Let’s Go!; My Color; School; We Can!; We Like to Play!; What am I?; I See Fish; I Know Karate; Rain! Rain!; Is This You?; Shine, Sun!; Sometimes Things Change
“Reads” familiar books emergently, not necessarily in the conventional sense (e.g., recognizes that the print, not the pictures, tells the story; begins to track print from left to right and top to bottom on a page)	This objective is addressed throughout. See, for example: Games; Water; Rain; I Know Karate; Clay Art With Gloria Elliott; The Voyage of Mae Jemison; Frog’s Lunch; Pele: The King of Soccer; The Very Big Potato; All Tutus Should Be Pink
Comprehension	
Answers literal and inferential questions about grade-appropriate books read aloud by the teacher	The opportunity to address this objective is available. See the following: What Am I?; Bugs; Look! I Can Read!; Make It Move!
Explains grade-appropriate vocabulary	The opportunity to address this objective is available. See the following: Carrots; Two Can Do It!; How Many Can Play?; A Box Can Be Many Things; Come! Sit! Speak!; Danny and the Dinosaur Go to Camp; The Sun’s Family of Planets

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Identifies common words in basic categories (e.g., can give examples of favorite foods or favorite colors)	We Are Painting; Bugs!; Pancakes, Crackers, and Pizza: A Book About Shapes; Rain; Ten Cats Have Hats; Firehouse Sal; Teddy Bear for Sale
Applies comprehension strategies, such as summarization and prediction, to grade-appropriate stories read aloud by the teacher	This objective is addressed throughout. See, for example: Goldilocks; Water; Joshua James Likes Trucks; Footprints in the Snow; The Voyage of Mae Jemison; Firehouse Sal; Sometimes Things Change; It's Spring!; A Day With a Mail Carrier
Uses prior knowledge to aid comprehension of fiction and nonfiction texts	The opportunity to address this objective is available. See the following: Footprints in the Snow; I Am Fire; The Class Trip; We Just Moved!
Notices when simple sentences fail to make sense	This objective falls outside the scope of Scholastic Focus: Nonfiction Guided Reading Program, Blue Edition.
Follows simple verbal directions	This objective falls outside the scope of Scholastic Focus: Nonfiction Guided Reading Program, Blue Edition.
Retells familiar, grade-appropriate stories that have been heard several times	The opportunity to address this objective is available. See the following: It's Spring; A Day With a Mail Carrier

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Uses oral language to relate own experiences and construct own stories	This objective falls outside the scope of Scholastic Focus: Nonfiction Guided Reading Program, Blue Edition.
Spelling	
Writes own name (first and last) correctly	This objective falls outside the scope of Scholastic <i>Focus: Nonfiction Guided Reading Program, Blue Edition</i> .
Writes uppercase and lowercase letters when the letter name or sound is dictated	This objective falls outside the scope of Scholastic <i>Focus: Nonfiction Guided Reading Program, Blue Edition</i> .
Represents initial and final phonemes of many words correctly when attempting to spell phonetically regular words	This objective falls outside the scope of Scholastic <i>Focus: Nonfiction Guided Reading Program, Blue Edition</i> .
Writing	
"Writes" emergently, not necessarily in the conventional sense, to express own meaning (e.g., uses letters in writing, represents some sounds correctly, uses left-to-right progression in writing)	This objective falls outside the scope of Scholastic <i>Focus: Nonfiction Guided Reading Program, Blue Edition</i> .