

**MACMILLAN/McGRAW-HILL TREASURES**

**TO**

**ALASKA STATE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS**

**And**

**GRADE LEVEL EXPECTATIONS IN READING AND WRITING**

**Kindergarten**

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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<b>The student uses strategies to decode or comprehend meaning of words in text.</b>		
<p><b>R1.1</b> a. Distinguish, reproduce, and manipulate the sounds in words;            b. Use a combination of the following to read and comprehend text: knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; pictures and visual cues; sight recognition of high frequency vocabulary words; word structure, e.g., root words, prefixes, suffixes, rhyming words; language structure, e.g., word order, grammar; meaning structure, e.g., prior knowledge and context; text structure, e.g., read left to right. E.B.1</p>		
<b>The student uses strategies to decode or comprehend meaning of words in text by</b>		
<p><b>[K] 1.1.1</b> Given spoken words or sounds (phonological awareness):</p> <ul style="list-style-type: none"> <li>• identifying whether words are the same or different;</li> <li>• identifying whether words rhyme or not;</li> </ul>	<p>Phoneme Categorization: Model, Guided Practice/Practice</p> <p>Review and Assess: Phoneme Categorization Guided Practice, Practice</p> <p>Skills Focus: Phonemic Awareness, Phoneme Categorization, Model, Guided Practice/Practice, Quick Check</p> <p>Phonemic Awareness Warm Up: Phoneme Categorization</p> <p>Start Smart: Building a Foundation/Getting to Know Your Class Recognize Rhyme Reread the Big Book: Comprehension, Phonemic Awareness</p> <p>Phonemic Awareness Warm Up: Recognize Rhyme</p> <p>Reread the Trade Book: Comprehension, Phonemic Awareness</p>	<p><b>U.1:</b> 54, 188; <b>U.2:</b> 298, 432; <b>U.4:</b> 918; <b>U.6:</b> 1392</p> <p><b>U.1:</b> 61, 213; <b>U.2:</b> 305, 457; <b>U.3:</b> 549, 625, 701; <b>U.4:</b> 791, 867, 943</p> <p><b>U.1:</b> 78, 222; <b>U.2:</b> 466; <b>U.4:</b> 952; <b>U.6:</b> 1434</p> <p><b>U.5:</b> 1070, 1078, 1108, 1146, 1154, 1184; <b>U.6:</b> 1256, 1266, 1332, 1342; <b>U.7:</b> 1500, 1510, 1556, 1564, 1594, 1652, 1662; <b>U.8:</b> 1894, 1904; <b>U.9:</b> 2062, 2072, 2138, 2148; <b>U.10:</b> 2208, 2216, 2246, 2304, 2314</p> <p><b>U.1:</b> S32, S40, S52 <b>U.1:</b> S36, S37</p> <p><b>U.1:</b> 116, 126, 202; <b>U.2:</b> 284, 294, 360, 370, 436, 446; <b>U.3:</b> 528, 538, 690; <b>U.4:</b> 770, 780, 922, 932; <b>U.5:</b> 1090, 1100</p> <p><b>U.7:</b> 1643</p>

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<ul style="list-style-type: none"> <li>producing words that rhyme;</li> <li>orally blending syllables or onset-rimes;</li> <li>orally blending separate phonemes;</li> </ul>	Phonemic Awareness Warm Up: Generate Rhyme	<b>U.6:</b> 1236, 1244, 1274, 1388, 1396; <b>U.7:</b> 1480, 1488, 1518, 1632, 1640, 1670; <b>U.8:</b> 1742, 1752, 1874, 1882, 1912; <b>U.9:</b> 1986, 1996; <b>U.10:</b> 2360, 2368, 2398
	Start Smart: Building a Foundation/Getting to Know Your Class Phonemic Awareness: Onset/Rime Blending	<b>U.1:</b> S68
	Skills Focus: Phonics, Blend Onset/Rime	<b>U.1:</b> 76
	Phonemic Awareness Warm Up: Onset/Rime Blending, Phoneme Blending	<b>U.1:</b> 96, 104, 134; <b>U.3:</b> 660
	Skills Focus: Reread Decodable Reader Blend, Review Blending	<b>U.1:</b> 143, 144, 220; <b>U.2:</b> 388
Phoneme Blending: Model, Guided Practice/Practice	<b>U.1:</b> 112, 130, 197, 206 ; <b>U.2:</b> 280, 356, 374, 441, 450; <b>U.3:</b> 524, 542, 600, 618, 685, 694; <b>U.4:</b> 766, 842, 851, 860, 927, 936; <b>U.5:</b> 1010, 1086, 1095, 1104, 1162, 1180; <b>U.6:</b> 1252, 1261, 1328,1346, 1404, 1422; <b>U.7:</b> 1496,1514, 1572,1590, 1648, 1666; <b>U.8:</b> 1738, 1756, 1814, 1908; <b>U.9:</b> 1982, 2000, 2058, 2143,; <b>U.10:</b> 2224, 2300, 2318, 2385	
Skills Focus: Phonemic Awareness, Phoneme Blending: Model, Guided Practice/Practice, Quick Check	<b>U.1:</b> 146, 154, 226, 230; <b>U.2:</b> 314, 318, 322, 390, 398, 470, 474; <b>U.3:</b> 558, 566, 634, 642, 710, 714, 718; <b>U.4:</b> 800, 808, 876, 880, 884, 956, 960; <b>U.5:</b> 1044, 1052, 1120, 1128, 1196, 1204; <b>U.6:</b> 1286, 1290, 1362, 1370, 1438, 1446; <b>U.7:</b> 1530, 1538, 1606, 1614, 1682, 1690; <b>U.8:</b> 1772, 1780, 1848, 1920, 1932; <b>U.9:</b> 2016, 2024, 2092, 2100, 2172; <b>U.10:</b> 2258, 2266, 2334, 2342, 2410, 2414, 2418	

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<i>Continued from previous page...</i>	Phonemic Awareness Warm Up: Phoneme Blending	<b>U.2:</b> 264, 272, 302, 340, 348, 378, 416, 424; <b>U.3:</b> 508, 516, 546, 604, 614, 680, 698; <b>U.4:</b> 750, 758, 788, 846, 856; <b>U.5:</b> 994, 1002, 1032
	Skills Focus: Reread Pre-decodable Reader Blend, Read to Blend	<b>U.2:</b> 387; <b>U.3:</b> 631
	Skills Focus: Reread Decodable Reader Blend, Read to Blend	<b>U.5:</b> 1041, 1193; <b>U.6:</b> 1359, 1435; <b>U.7:</b> 1603; <b>U.9:</b> 2013, 2089
	Review and Assess: Phoneme Blending Guided Practice, Practice	<b>U.9:</b> 2159
• identifying the first sound in a 1-syllable word;	Phoneme Identity: Model, Review, Guided Practice/Practice	<b>U.1:</b> 36; <b>U.3:</b> 664, 676
	Review and Assess: Phoneme Identity Guided Practice, Practice	<b>U.1:</b> 137; <b>U.2:</b> 381
	Phonemic Awareness Warm Up: Phoneme Identity	<b>U.3:</b> 584, 592, 622; <b>U.5:</b> 1014, 1024, 1166, 1176
	Skills Focus: Phonemic Awareness, Phoneme Identity, Model, Guided Practice/Practice, Quick Check	<b>U.3:</b> 706, 710
	Skills Focus: Phonics, Phoneme Identity	<b>U.3:</b> 708
• identifying different speech sounds;	<u>Consonant Sounds</u> <b>/b/b,</b> Reread the Big Book: Develop Comprehension, Phonics Phonemic Awareness Warm Up: Phoneme Identity (initial /b/) Phonics: Introduce /b/b Handwriting: Write Bb Review: /b/b Blend with: /b/b	<b>U.3:</b> 596 <b>U.3:</b> 622 <b>U.7:</b> 1561 <b>U.7:</b> 1562 <b>U.7:</b> 1573, 1637, 1649; <b>U.8:</b> 1879; <b>U.9:</b> 2059 <b>U.7:</b> 1574
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p>	<p>Phonemic Awareness: Phoneme Isolation: /b/ Phoneme Blending Review: /b/b</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson</p> <p><b>/d/d,</b> Phonics: Introduce /d/d Handwriting: Write Dd Review: /d/d Blend with: /d/d</p> <p>Phonemic Awareness: Phoneme Isolation: /d/ Phoneme Blending</p> <p>Review and Assess: Phonics, Build Words with /d/d</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson</p> <p><b>/f/f,</b> Phonics: Introduce /f/f Handwriting: Write Ff Review: /f/f Blend with: /f/f Picture Sort</p>	<p><b>U.7:</b> 1560, 1636 <b>U.7:</b> 1572 <b>U.8:</b> 1878</p> <p><b>U.7:</b> 1603, 1604, 1612, 1613, 1614, 1618 <b>U.7:</b> 1602 <b>U.7:</b> 1615, 1616 <b>U.7:</b> 1611, 1612, 1613</p> <p><b>U.6:</b> 1317 <b>U.6:</b> 1318 <b>U.6:</b> 1329, 1405; <b>U.9:</b> 2059, 2152 <b>U.6:</b> 1330, 1406; <b>U.9:</b> 2153</p> <p><b>U.6:</b> 1316 <b>U.6:</b> 1328; <b>U.7:</b> 1514</p> <p><b>U.6:</b> 1354</p> <p><b>U.6:</b> 1359, 1360, 1362, 1435, 1445; <b>U.9:</b> 2018 <b>U.6:</b> 1358 <b>U.6:</b> 1372, 1435; <b>U.7:</b> 1527 <b>U.6:</b> 1367, 1368, 1369, 1445</p> <p><b>U.5:</b> 1075 <b>U.5:</b> 1076 <b>U.5:</b> 1087, 1096, 1151, 1163; <b>U.6:</b> 1262 <b>U.5:</b> 1088, 1096-1097, 1105; <b>U.6:</b> 1271 <b>U.5:</b> 1104</p>
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Phonemic Awareness: Phoneme Isolation: /f/ Phoneme Blending	<b>U.5:</b> 1074 <b>U.5:</b> 1086, 1095, 1104, 1162; <b>U.9:</b> 2143
	Review and Assess: Phonics, Picture Sort	<b>U.5:</b> 1112
	Skills Focus: Phonics	<b>U.5:</b> 1117, 1118, 1120, 1125, 1126, 1128, 1193, 1194, 1202, 1203
	Skills Focus: Phonemic Awareness	<b>U.5:</b> 1116, 1120, 1128
	Skills Focus: Reread Decodable Reader	<b>U.5:</b> 1129, 1130, 1193, 1194; <b>U.6:</b> 1295, 1359
	Leveled Reader Lesson	<b>U.5:</b> 1125, 1126, 1127, 1202, 1203
	<b>/g/g,</b> Phonics: Introduce /g/g Handwriting: Write Gg Review: /g/g Blend with: /g/g	<b>U.9:</b> 1971 <b>U.9:</b> 1972 <b>U.9:</b> 1983, 2059, 2123 <b>U.9:</b> 1984
	Phonemic Awareness: Phoneme Isolation: /g/ Phoneme Blending Review: /g/	<b>U.9:</b> 1970 <b>U.9:</b> 1982 <b>U.9:</b> 1991
	Skills Focus: Phonics	<b>U.9:</b> 2013, 2014, 2016, 2018, 2022, 2024, 2090, 2165
	Skills Focus: Phonemic Awareness	<b>U.9:</b> 2012, 2016
	Skills Focus: Reread Decodable Reader	<b>U.9:</b> 2025, 2026, 2089, 2090
	Leveled Reader Lesson	<b>U.9:</b> 2021, 2022, 2023
	<b>/h/h,</b> Phonics: Introduce /h/h Handwriting: Write Hh Review: /h/h Blend with: /h/h	<b>U.6:</b> 1241 <b>U.6:</b> 1242 <b>U.6:</b> 1253, 1262, 1405 <b>U.6:</b> 1254, 1262-1263, 1271
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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p>	<p>Phonemic Awareness: Phoneme Isolation: /h/ Phoneme Categorization</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader</p> <p>Leveled Reader Lesson</p> <p><b>/j/j,</b> Phonics: Introduce /j/ Handwriting: Write Jj Review: /j/j Blend with: /j/j Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /j/ Phoneme Blending</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader</p> <p>Leveled Reader Lesson</p> <p><b>/k/c,</b> Reread the Big Book: Develop Comprehension, Phonemic Awareness Phonics: Introduce /k/c Handwriting: Write Cc Review: /k/c Blend with: /k/c Picture Sort Quick Check</p>	<p><b>U.6:</b> 1240 <b>U.6:</b> 1392</p> <p><b>U.6:</b> 1283, 1291, 1298, 1435, 1444 <b>U.6:</b> 1282 <b>U.6:</b> 1295, 1296, 1371, 1372; <b>U.7:</b> 1691, 1692; <b>U.8:</b> 1769 <b>U.6:</b> 1291, 1292, 1293, 1444, 1445</p> <p><b>U.10:</b> 2213 <b>U.10:</b> 2214 <b>U.10:</b> 2225, 2301, 2365, 2377 <b>U.10:</b> 2226 <b>U.10:</b> 2242</p> <p><b>U.10:</b> 2212 <b>U.10:</b> 2224</p> <p><b>U.10:</b> 2255, 2258, 2407, 2408 <b>U.10:</b> 2254, 2258, 2406 <b>U.10:</b> 2267, 2268, 2331</p> <p><b>U.10:</b> 2415, 2416</p> <p><b>U.4:</b> 838</p> <p><b>U.4:</b> 831 <b>U.4:</b> 832 <b>U.4:</b> 843, 852, 919, 928; <b>U.6:</b> 1262, 1414 <b>U.4:</b> 852-853, 861, 920, 937; <b>U.6:</b> 1415 <b>U.4:</b> 860-861, 868, 936 <b>U.5:</b> 1164</p>
<p><i>Continued on next page...</i></p>		

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<i>Continued from previous page...</i>	Phonemic Awareness: Phoneme Isolation: /k/ Phoneme Blending Review: /k/c	<b>U.4:</b> 830 <b>U.4:</b> 842, 860, 927, 936 <b>U.5:</b> 998
	Skills Focus: Phonics Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.5:</b> 1044 <b>U.5:</b> 1041 <b>U.5:</b> 1202, 1203
	<b>/k/ck,</b> Phonics: Introduce /k/ck Blend with: /k/ck Word Sort	<b>U.8:</b> 1748 <b>U.8:</b> 1748-1749, 1757 <b>U.8:</b> 1756-1757
	Phonemic Awareness: Phoneme Blending	<b>U.8:</b> 1756
	Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.8:</b> 1777, 1778; <b>U.9:</b> 2018 <b>U.8:</b> 1776 <b>U.8:</b> 1781, 1782, 1845; <b>U.9:</b> 2013 <b>U.8:</b> 1777, 1778, 1779, 1930, 1931
	<b>/k/k,</b> Phonics: Introduce /k/k Handwriting: Write Kk Review: k/k Blend with: /k/k	<b>U.8:</b> 1727 <b>U.8:</b> 1728 <b>U.8:</b> 1739, 1824, 1879, 1900 <b>U.8:</b> 1740
	Phonemic Awareness: Phoneme Isolation: /k/ Phoneme Blending Review: /b/b	<b>U.8:</b> 1726, 1747, 1878 <b>U.8:</b> 1738
	Review and Assess: Phonics	<b>U.8:</b> 1764
<i>Continued on next page...</i>	Skills Focus: Phonics	<b>U.8:</b> 1769, 1772, 1777, 1778, 1850, 1921; <b>U.9:</b> 2018

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Skills Focus: Phonemic Awareness	<b>U.8:</b> 1772
	Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.8:</b> 1782, 1934 <b>U.8:</b> 1777, 1778, 1779, 1929, 1930, 1931
	<b>/ks/x,</b> Phonics: Introduce /ks/x Handwriting: Write Xx Review: /ks/x Blend with: /ks/x	<b>U.9:</b> 2047 <b>U.9:</b> 2048 <b>U.9:</b> 2059, 2123, 2144 <b>U.9:</b> 2060, 2144
	Phonemic Awareness: Phoneme Isolation: /ks/ Phoneme Blending	<b>U.9:</b> 2046 <b>U.9:</b> 2058
	Skills Focus: Phonics Skills Focus: Phonemic Awareness	<b>U.9:</b> 2089, 2090, 2092 <b>U.9:</b> 2088, 2092
	<b>/kw/qu,</b> Phonics: Introduce /kw/qu Handwriting: Write Qq	<b>U.10:</b> 2234 <b>U.10:</b> 2235
	Phonemic Awareness: Phoneme Isolation: /kw/	<b>U.10:</b> 2233
	Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.10:</b> 2263, 2264 <b>U.10:</b> 2262 <b>U.10:</b> 2267, 2268, 2331 <b>U.10:</b> 2263, 2264, 2265
	<b>/l/l,</b> Phonics: Introduce /l/l Handwriting: Write Ll, Review Review: /l/l Blend with: /l/l Picture Sort	<b>U.7:</b> 1582 <b>U.7:</b> 1583, 1638 <b>U.7:</b> 1637, 1649, 1658; <b>U.8:</b> 1824, 1879, 1900 <b>U.7:</b> 1591, 1658-1659 <b>U.7:</b> 1590
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<i>Continued from previous page...</i>	Phonemic Awareness: Phoneme Isolation: // Phoneme Blending Review: ///	<b>U.7:</b> 1581, 1636 <b>U.7:</b> 1590 <b>U.8:</b> 1878
	Review and Assess: Phonics	<b>U.7:</b> 1598; <b>U.8:</b> 1764
	Skills Focus: Phonics	<b>U.7:</b> 1611, 1612, 1618; <b>U.8:</b> 1850, 1921
	Skills Focus: Phonemic Awareness	<b>U.7:</b> 1610
	Skills Focus: Reread Decodable Reader	<b>U.7:</b> 1615, 1616
	Leveled Reader Lesson	<b>U.7:</b> 1611, 1612, 1613
	<b>/m/m,</b> Phonics: Introduce /m/m Handwriting: Write Mm Review: /m/m	<b>U.1:</b> 25 <b>U.1:</b> 26 <b>U.1:</b> 37, 46, 113, 177, 198; <b>U.2:</b> 281, 357, 433, 442, 450
	Identify Words with /m/m Picture Sort /m/m Blend with	<b>U.1:</b> 38 <b>U.1:</b> 47, 54-55, 122, 130, 189, 207; <b>U.2:</b> 298 <b>U.1:</b> 114, 122-123, 131, 190, 199; <b>U.2:</b> 282, 290, 299, 358, 366-367, 375, 434, 442-443, 450
	Phonemic Awareness: Phoneme Isolation: /m/ Phoneme Identity Phoneme Categorization Review /m/ Phoneme Blending	<b>U.1:</b> 24, 45, 176 <b>U.1:</b> 36 <b>U.1:</b> 54, 61, 188 <b>U.1:</b> 100; <b>U.2:</b> 268 <b>U.1:</b> 112, 130, 206; <b>U.2:</b> 280, 356, 450
	Pre-decodable Reader, Cooperative Learning, Read Review and Assess: Phonics, Picture Sort	<b>U.1:</b> 56 <b>U.1:</b> 62, 138, 214; <b>U.2:</b> 306, 382, 458; <b>U.3:</b> 702; <b>U.4:</b> 944
	Review and Assess: Phonemic Awareness, Phoneme Identity	<b>U.1:</b> 137
	Skills Focus: Phonics	<b>U.1:</b> 67, 68, 69, 70, 72, 75, 76, 77, 78, 82, 144, 146, 148, 152, 154, 158, 219, 220, 222, 224, 227,
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<i>Continued from previous page...</i>	Skills Focus: Phonemic Awareness	228, 230, 234; <b>U.2:</b> 312, 320, 322, 326, 398, 465; <b>U.3:</b> 636, 712
	Skills Focus: Reread Decodable Reader	<b>U.1:</b> 66, 70, 74, 78, 146, 154, 218, 222, 226, 230; <b>U.2:</b> 322, 398
	Leveled Reader Lesson	<b>U.1:</b> 79, 80, 219, 220, 231, 232; <b>U.2:</b> 311, 312, 387
	<b>/n/n,</b> Phonics: Introduce /n/n Handwriting: Write Nn Review: /n/n Blend with: /n/n Picture Sort	<b>U.1:</b> 75, 76, 77, 227, 228, 229; <b>U.2:</b> 473  <b>U.4:</b> 755 <b>U.4:</b> 756 <b>U.4:</b> 767, 776, 843, 919, 928; <b>U.9:</b> 2152 <b>U.4:</b> 768, 776-777, 920, 937; <b>U.5:</b> 1164 <b>U.4:</b> 860-861, 936
	Phonemic Awareness: Phoneme Isolation: /n/ Phoneme Blending	<b>U.4:</b> 754, 775 <b>U.4:</b> 766, 936
	Review and Assess: Phonics, Picture Sort	<b>U.4:</b> 792, 868, 944
	Skills Focus: Phonics	<b>U.4:</b> 797, 805, 806, 950, 952, 954, 957, 960, 964; <b>U.5:</b> 1202
	Skills Focus: Phonemic Awareness	<b>U.4:</b> 796, 804, 952
	Skills Focus: Reread Decodable Reader	<b>U.4:</b> 950, 961, 962; <b>U.5:</b> 1041
	Leveled Reader Lesson	<b>U.4:</b> 805, 806, 957, 958, 959; <b>U.5:</b> 1201, 1202, 1203
	<b>/p/p,</b> Phonics: Introduce /p/ Handwriting: Write Pp, Review Review: /p/p	<b>U.2:</b> 345 <b>U.2:</b> 346, 422 <b>U.2:</b> 357, 366, 421, 433, 442, 450; <b>U.3:</b> 525, 534, 601, 677; <b>U.4:</b> 852
	Blend with: /p/p	<b>U.2:</b> 358, 366-367, 375, 434, 442-443, 451; <b>U.3:</b> 534, 610, 695; <b>U.4:</b> 853
<i>Continued on next page...</i>	Picture Sort	<b>U.2:</b> 374; <b>U.3:</b> 542; <b>U.3:</b> 618, 694

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Phonemic Awareness: Phoneme Isolation: /p/ Phoneme Blending  Phoneme Categorization Review /p/	<b>U.2:</b> 344, 365, 420 <b>U.2:</b> 356, 374, 450; <b>U.3:</b> 524, 542, 685, 694; <b>U.4:</b> 936 <b>U.2:</b> 432 <b>U.3:</b> 512, 588, 664
	Review and Assess: Phonics, Picture Sort Review and Assess: Phonemic Awareness, Phoneme Identity, Phoneme Categorization Skills Focus: Phonics	<b>U.2:</b> 382; <b>U.3:</b> 550, 626, 702; <b>U.4:</b> 944 <b>U.2:</b> 381; <b>U.3:</b> 549
	Skills Focus: Phonemic Awareness	<b>U.2:</b> 387, 388, 390, 395, 396, 398, 402, 463, 464, 465, 471, 472, 473; <b>U.3:</b> 564, 566, 570, 636, 642, 646, 707, 708, 710, 712, 715, 716, 718, 722; <b>U.4:</b> 960
	Skills Focus: Reread Decodable Reader Skills Focus: Reread Pre-decodable Reader Leveled Reader Lesson	<b>U.2:</b> 386, 390, 394, 398, 462, 470; <b>U.3:</b> 558, 706, 714, 718 <b>U.2:</b> 399, 400, 463 <b>U.3:</b> 719, 720 <b>U.2:</b> 395, 396, 397, 471, 472, 473; <b>U.3:</b> 563, 715, 716
	<b>/r/r,</b> Phonics: Introduce /r/r Handwriting: Write Rr Review: /r/r Blend with: /r/r Picture Sort	<b>U.6:</b> 1338 <b>U.6:</b> 1339 <b>U.6:</b> 1405 <b>U.6:</b> 1347 <b>U.6:</b> 1346
	Phonemic Awareness: Phoneme Isolation: /r/ Phoneme Blending	<b>U.6:</b> 1337 <b>U.6:</b> 1346
	Review and Assess: Phonics, Build Words with Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.6:</b> 1354 <b>U.6:</b> 1367, 1368, 1370, 1374, 1435, 1436 <b>U.6:</b> 1366, 1370, 1434 <b>U.6:</b> 1371, 1372, 1435, 1448; <b>U.7:</b> 1527 <b>U.6:</b> 1368, 1369, 1444, 1445
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	<p><b>/s/s,</b> Phonics: Introduce /s/s Handwriting: Write Ss, Review Review: /s/s</p> <p>Blend with: /s/s</p> <p>Picture Sort Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /s/ Phoneme Blending Phoneme Categorization Review: /s/</p> <p>Review and Assess: Phonics, Picture Sort Review and Assess: Phonemic Awareness, Phoneme Categorization Reread the Trade Book: Develop Comprehension, Phonemic Awareness</p> <p>Skills Focus: Phonics</p> <p>Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Skills Focus: Reread Pre-decodable Reader Leveled Reader Lesson</p> <p><b>/t/t,</b> Phonics: Introduce /t/t Handwriting: Write Tt</p>	<p><b>U.2:</b> 269 <b>U.2:</b> 270, 422 <b>U.2:</b> 281, 290, 366, 421, 433, 442; <b>U.3:</b> 534; <b>U.4:</b> 919 <b>U.2:</b> 282, 290, 299, 375, 434, 442-443; <b>U.3:</b> 543, 602, 610 <b>U.2:</b> 298, 374; <b>U.3:</b> 542 <b>U.7:</b> 1514-1515</p> <p><b>U.2:</b> 268, 289, 420 <b>U.2:</b> 280, 542 <b>U.2:</b> 298, 432 <b>U.2:</b> 344; <b>U.3:</b> 512</p> <p><b>U.2:</b> 306, 382, 458; <b>U.3:</b> 550 <b>U.2:</b> 305; <b>U.3:</b> 549</p> <p><b>U.4:</b> 915</p> <p><b>U.2:</b> 311, 312, 314, 316, 319, 320, 322, 326, 388, 389, 395, 396, 398, 402, 463, 464, 465, 466, 468, 471, 472; <b>U.3:</b> 556, 560, 570, 636, 640, 712, 718, 722; <b>U.4:</b> 959, 964; <b>U.9:</b> 2018 <b>U.2:</b> 310, 314, 318, 390, 462, 466, 470 <b>U.2:</b> 323, 324, 387, 388 <b>U.3:</b> 555, 556, 719, 720 <b>U.2:</b> 319, 320, 321, 471, 472, 473; <b>U.3:</b> 563, 715, 716, 717; <b>U.4:</b> 958</p> <p><b>U.3:</b> 513 <b>U.3:</b> 514</p>
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Review: /t/t	<b>U.3:</b> 525, 534, 601, 665, 677, 686; <b>U.4:</b> 776, 919; <b>U.9:</b> 2059
	Blend with: /t/t	<b>U.3:</b> 526, 534-535, 543, 602, 619, 678, 686-687, 695; <b>U.4:</b> 777, 861; <b>U.5:</b> 1164
	Picture Sort	<b>U.3:</b> 542, 618, 694
	Word Sort	<b>U.7:</b> 1514
	Phonemic Awareness: Phoneme Isolation: /t/ Phoneme Blending	<b>U.3:</b> 512, 533, 664 <b>U.3:</b> 524, 542, 600, 618, 685, 694; <b>U.4:</b> 860, 927, 936
	Review: /t/	<b>U.3:</b> 588; <b>U.4:</b> 754
	Reread the Big Book: Develop Comprehension, Phonics	<b>U.3:</b> 519
	Review and Assess: Phonemic Awareness, Picture Sort	<b>U.3:</b> 550, 626, 702; <b>U.4:</b> 792, 944
	Review and Assess: Phonemic Awareness, Phoneme Categorization	<b>U.3:</b> 549
	Skills Focus: Phonics	<b>U.3:</b> 555, 558, 563, 564, 566, 570, 634, 636, 640, 642, 646, 707, 708, 710, 712, 715, 716, 718, 722; <b>U.4:</b> 806, 812, 952, 958, 960, 964
	Skills Focus: Phonemic Awareness	<b>U.3:</b> 554, 558, 562, 634, 706, 714
	Skills Focus: Reread Pre-decodable Reader	<b>U.3:</b> 567, 568, 707, 719, 720; <b>U.4:</b> 797
	Skills Focus: Reread Decodable Reader	<b>U.5:</b> 1193
	Leveled Reader Lesson	<b>U.3:</b> 563, 564, 565, 715, 716, 717; <b>U.4:</b> 958
	<b>/v/v,</b>	
	Phonics: Introduce /v/v	<b>U.9:</b> 2068
	Handwriting: Write Vv	<b>U.9:</b> 2069
	Review: /v/v	<b>U.9:</b> 2123; <b>U.10:</b> 2225
	Blend with: /v/v	<b>U.9:</b> 2077
	Phonemic Awareness: Phoneme Isolation: /v/	<b>U.9:</b> 2067
	Skills Focus: Phonics	<b>U.9:</b> 2097, 2098, 2104, 2165, 2166, 2168, 2170, 2180
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	<p><b>/z/z,</b> Phonics: Introduce /z/z Handwriting: Write Zz Review: /z/z Blend with: /z/z Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /z/ Phoneme Blending</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson</p> <p><u>Short Vowel Sounds</u> <b>/a/a,</b> Phonics: Introduce /a/ Handwriting: Write Aa Review: /a/a</p> <p>Blend with: /a/a</p> <p>Picture Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /a/ Phoneme Blending</p> <p>Phoneme Categorization Review: /a/a</p> <p>Review and Assess: Phonics, Picture Sort</p>	<p><b>U.10:</b> 2310 <b>U.10:</b> 2311 <b>U.10:</b> 2377 <b>U.10:</b> 2319 <b>U.10:</b> 2318</p> <p><b>U.10:</b> 2309 <b>U.10:</b> 2318</p> <p><b>U.10:</b> 2339, 2340, 2346, 2407, 2408 <b>U.10:</b> 2338, 2406 <b>U.10:</b> 2343, 2344, 2407, 2408 <b>U.10:</b> 2339, 2340, 2341, 2415, 2416, 2417</p> <p><b>U.1:</b> 101 <b>U.1:</b> 102 <b>U.1:</b> 113, 177, 198; <b>U.2:</b> 281, 357, 366, 433, 442, 450; <b>U.3:</b> 525; <b>U.4:</b> 852 <b>U.1:</b> 114, 122-123, 190, 199; <b>U.2:</b> 282, 290, 299, 358, 366, 375, 434, 442; <b>U.3:</b> 534; <b>U.4:</b> 852; <b>U.5:</b> 1164; <b>U.6:</b> 1415 <b>U.1:</b> 189, 207; <b>U.2:</b> 298, 374; <b>U.3:</b> 542</p> <p><b>U.1:</b> 100, 121, 176 <b>U.1:</b> 112, 130, 197, 206; <b>U.2:</b> 280, 356, 374, 450; <b>U.3:</b> 524, 542; <b>U.4:</b> 860, 927 <b>U.1:</b> 188; <b>U.2:</b> 305 <b>U.2:</b> 268, 344</p> <p><b>U.1:</b> 138; <b>U.2:</b> 306, 382; <b>U.3:</b> 626</p>
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p>	<p>Review and Assess: Phonemic Awareness Skills Focus: Phonics</p> <p>Skills Focus: Phonemic Awareness</p> <p>Skills Focus: Reread Pre-decodable Reader</p> <p><b>/e/e,</b> Phonics: Introduce /e/e Handwriting: Write Ee Review: /e/e Blend with: /e/e Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /e/ Phoneme Blending</p> <p>Skills Focus: Phonics</p> <p>Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson</p> <p><b>/i/i,</b> Phonics: Introduce /i/i Handwriting: Write Ii Review: /i/i</p>	<p><b>U.1:</b> 213, 214 <b>U.1:</b> 69, 143, 144, 145, 146, 148, 151, 152, 153, 154, 219, 220, 222, 224, 227, 228, 230, 234; <b>U.2:</b> 312, 313, 314, 320, 321, 322, 326, 389, 390, 396, 398, 402, 463, 466, 478; <b>U.3:</b> 558, 636, 712; <b>U.4:</b> 875, 883; <b>U.5:</b> 1044, 1120, 1198; <b>U.6:</b> 1438; <b>U.9:</b> 2018 <b>U.1:</b> 142, 146, 150, 154, 218, 222, 226, 230; <b>U.2:</b> 314, 322, 390, 398, 466; <b>U.6:</b> 1438 <b>U.1:</b> 155, 156, 219, 220, 231, 232; <b>U.2:</b> 311, 312, 387, 463  <b>U.7:</b> 1485 <b>U.7:</b> 1486 <b>U.7:</b> 1497, 1506, 1637, 1649; <b>U.9:</b> 2135, 2152 <b>U.7:</b> 1498, 1506-1507, 1515; <b>U.9:</b> 2153 <b>U.7:</b> 1514-1515  <b>U.7:</b> 1484, 1505, 1636 <b>U.7:</b> 1514  <b>U.3:</b> 557, 565, 1527, 1528, 1529, 1530, 1532, 1535, 1537, 1538, 1542, 1618, 1680, 1682, 1687, 1690, 1694; <b>U.9:</b> 2018 <b>U.7:</b> 1526, 1530, 1534 <b>U.7:</b> 1539, 1540 <b>U.7:</b> 1535, 1536, 1537, 1687, 1688, 1689  <b>U.3:</b> 589 <b>U.3:</b> 590 <b>U.3:</b> 601, 665, 677, 686; <b>U.4:</b> 767; <b>U.9:</b> 2135, 2144</p>
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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Blend with: /i/i	<b>U.3:</b> 602, 610-611, 619, 678, 686-687, 695; <b>U.4:</b> 777, 843, 919; <b>U.5:</b> 1105
	Picture Sort	<b>U.3:</b> 610, 618, 694; <b>U.4:</b> 860, 936
	Phonemic Awareness: Phoneme Isolation: /i/ Phoneme Blending Phoneme Identity, Quick Check Review /i/	<b>U.3:</b> 588, 609 <b>U.3:</b> 600, 618, 685; <b>U.5:</b> 1086; <b>U.9:</b> 2143 <b>U.3:</b> 664, 676 <b>U.4:</b> 754
	Review and Assess: Phonics, Picture Sort Review /i/i	<b>U.3:</b> 626; <b>U.4:</b> 792, 868 <b>U.5:</b> 1036
	Skills Focus: Phonics	<b>U.1:</b> 221, 229; <b>U.3:</b> 631, 632, 633, 634, 636, 639, 640, 642, 646, 707, 708, 710, 712, 715, 716, 718, 722; <b>U.4:</b> 798, 949, 964; <b>U.5:</b> 1044, 1056, 1198; <b>U.6:</b> 1285, 1293, 1298; <b>U.9:</b> 2018; <b>U.10:</b> 2260
	Skills Focus: Phonemic Awareness	<b>U.3:</b> 630, 634, 638, 706, 710, 714; <b>U.4:</b> 948; <b>U.8:</b> 1920
	Skills Focus: Reread Pre-decodable Reader Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.3:</b> 643, 707, 719, 720 <b>U.4:</b> 644, 797 <b>U.3:</b> 639, 640, 641, 715, 716, 717
	<b>/o/o,</b> Phonics: Introduce /o/o Handwriting: Write Oo Review: /o/o Blend with: /o/o Picture Sort	<b>U.5:</b> 999 <b>U.5:</b> 1000 <b>U.5:</b> 1011, 1020, 1151, 1163; <b>U.9:</b> 2135, 2144 <b>U.5:</b> 1012, 1020-1021, 1164; <b>U.6:</b> 1271 <b>U.5:</b> 1028, <b>U.6:</b> 1270
	Phonemic Awareness: Phoneme Isolation: /o/ Phoneme Blending Phoneme Segmentation	<b>U.5:</b> 998, 1019, 1150 <b>U.5:</b> 1010 <b>U.5:</b> 1028
	<i>Continued on next page...</i>	

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p> <ul style="list-style-type: none"> <li>segmenting individual sounds in words with support</li> </ul> <p><i>Continued on next page...</i></p>	<p>Review and Assess: Phonics, Review /o/o</p> <p>Skills Focus: Phonics</p> <p>Skills Focus: Phonemic Awareness</p> <p>Skills Focus: Reread Decodable Reader</p> <p>Leveled Reader Lesson</p> <p><b>/u/u,</b></p> <p>Phonics: Introduce /u/u</p> <p>Handwriting: Write Uu</p> <p>Review: /u/u</p> <p>Blend with: /u/u</p> <p>Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /u/</p> <p>Phoneme Blending</p> <p>Skills Focus: Phonics</p> <p>Skills Focus: Phonemic Awareness</p> <p>Skills Focus: Reread Decodable Reader</p> <p>Leveled Reader Lesson</p> <p>Phonemic Awareness Warm Up: Syllable Segmentation</p> <p>Phoneme Segmentation: Model, Guided Practice/Practice</p> <p>Skills Focus: Phonemic Awareness, Phoneme Segmentation, Model, Guided Practice/Practice, Quick Check</p>	<p><b>U.5:</b> 1036</p> <p><b>U.2:</b> 465, 473; <b>U.5:</b> 1041, 1043, 1044, 1050, 1051, 1056, 1194, 1196, 1198, 1202, 1204, 1208; <b>U.6:</b> 1298; <b>U.9:</b> 2018</p> <p><b>U.5:</b> 1040, 1048; <b>U.8:</b> 1920</p> <p><b>U.5:</b> 1053, 1054, 1117, 1205, 1206; <b>U.6:</b> 1295</p> <p><b>U.5:</b> 1049, 1050, 1051, 1201, 1202, 1203</p> <p><b>U.8:</b> 1803</p> <p><b>U.8:</b> 1804</p> <p><b>U.8:</b> 1815, 1824, 1900,</p> <p><b>U.8:</b> 1816, 1824-1825, 1833</p> <p><b>U.8:</b> 1832-1833</p> <p><b>U.8:</b> 1802, 1878</p> <p><b>U.8:</b> 1814</p> <p><b>U.3:</b> 709, 717; <b>U.5:</b> 1119, 1127; <b>U.8:</b> 1845, 1848, 1850, 1853, 1854, 1856, 1860, 1921, 1922, 1936; <b>U.9:</b> 2024</p> <p><b>U.8:</b> 1844, 1848, 1852, 1932</p> <p><b>U.8:</b> 1857, 1858, 1921, 1933, 1934; <b>U.9:</b> 2025</p> <p><b>U.8:</b> 1853, 1854, 1855, 1929, 1930, 1931</p> <p><b>U.1:</b> 20, 28, 58, 172, 180, 210</p> <p><b>U.5:</b> 1028, 1171; <b>U.6:</b> 1270, 1413; <b>U.7:</b> 1657; <b>U.8:</b> 1890; <b>U.9:</b> 2152; <b>U.10:</b> 2376</p> <p><b>U.5:</b> 1200; <b>U.6:</b> 1294, 1442; <b>U.7:</b> 1686; <b>U.8:</b> 1924; <b>U.9:</b> 2176</p>

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers	
<i>Continued from previous page...</i>	Review and Assess: Phoneme Segmentation Guided Practice, Practice	<b>U.5:</b> 1035, 1111, 1187; <b>U.6:</b> 1277, 1353, 1429; <b>U.7:</b> 1521, 1597, 1673; <b>U.8:</b> 1763, 1915; <b>U.9:</b> 2007	
<b>[K] 1.1.2</b> Identifying all letters by name and most common sound; orally reading some high frequency sight words	<u>Consonant Sounds</u> <b>/b/b,</b> Reread the Big Book: Develop Comprehension, Phonics Phonemic Awareness Warm Up: Phoneme Identity (initial /b/) Phonics: Introduce /b/b Handwriting: Write Bb Review: /b/b Blend with: /b/b	<b>U.3:</b> 596 <b>U.3:</b> 622 <b>U.7:</b> 1561 <b>U.7:</b> 1562 <b>U.7:</b> 1573, 1637, 1649; <b>U.8:</b> 1879; <b>U.9:</b> 2059 <b>U.7:</b> 1574	
	Phonemic Awareness: Phoneme Isolation: /b/ Phoneme Blending Review: /b/b	<b>U.7:</b> 1560, 1636 <b>U.7:</b> 1572 <b>U.8:</b> 1878	
	Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.7:</b> 1603, 1604, 1612, 1613, 1614, 1618 <b>U.7:</b> 1602 <b>U.7:</b> 1615, 1616 <b>U.7:</b> 1611, 1612, 1613	
	<b>/d/d,</b> Phonics: Introduce /d/d Handwriting: Write Dd Review: /d/d Blend with: /d/d	<b>U.6:</b> 1317 <b>U.6:</b> 1318 <b>U.6:</b> 1329, 1405; <b>U.9:</b> 2059, 2152 <b>U.6:</b> 1330, 1406; <b>U.9:</b> 2153	
	Phonemic Awareness: Phoneme Isolation: /d/ Phoneme Blending	<b>U.6:</b> 1316 <b>U.6:</b> 1328; <b>U.7:</b> 1514	
	Review and Assess: Phonics, Build Words with /d/d	<b>U.6:</b> 1354	
	<i>Continued on next page...</i>	Skills Focus: Phonics	<b>U.6:</b> 1359, 1360, 1362, 1435, 1445; <b>U.9:</b> 2018

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.6:</b> 1358 <b>U.6:</b> 1372, 1435; <b>U.7:</b> 1527 <b>U.6:</b> 1367, 1368, 1369, 1445
	<b>/f/ f,</b> Phonics: Introduce /f/f Handwriting: Write Ff Review: /f/f Blend with: /f/f Picture Sort	<b>U.5:</b> 1075 <b>U.5:</b> 1076 <b>U.5:</b> 1087, 1096, 1151, 1163; <b>U.6:</b> 1262 <b>U.5:</b> 1088, 1096-1097, 1105; <b>U.6:</b> 1271 <b>U.5:</b> 1104
	Phonemic Awareness: Phoneme Isolation: /f/ Phoneme Blending	<b>U.5:</b> 1074 <b>U.5:</b> 1086, 1095, 1104, 1162; <b>U.9:</b> 2143
	Review and Assess: Phonics, Picture Sort	<b>U.5:</b> 1112
	Skills Focus: Phonics	<b>U.5:</b> 1117, 1118, 1120, 1125, 1126, 1128, 1193, 1194, 1202, 1203
	Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.5:</b> 1116, 1120, 1128 <b>U.5:</b> 1129, 1130, 1193, 1194; <b>U.6:</b> 1295, 1359 <b>U.5:</b> 1125, 1126, 1127, 1202, 1203
	<b>/g/g,</b> Phonics: Introduce /g/g Handwriting: Write Gg Review: /g/g Blend with: /g/g	<b>U.9:</b> 1971 <b>U.9:</b> 1972 <b>U.9:</b> 1983, 2059, 2123 <b>U.9:</b> 1984
	Phonemic Awareness: Phoneme Isolation: /g/ Phoneme Blending Review: /g/	<b>U.9:</b> 1970 <b>U.9:</b> 1982 <b>U.9:</b> 1991
<i>Continued on next page...</i>	Skills Focus: Phonics	<b>U.9:</b> 2013, 2014, 2016, 2018, 2022, 2024, 2090, 2165

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson  <b>/h/h,</b> Phonics: Introduce /h/h Handwriting: Write Hh Review: /h/h Blend with: /h/h  Phonemic Awareness: Phoneme Isolation: /h/ Phoneme Categorization  Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader  Leveled Reader Lesson  <b>/j/j,</b> Phonics: Introduce /j/ Handwriting: Write Jj Review: /j/j Blend with: /j/j Word Sort  Phonemic Awareness: Phoneme Isolation: /j/ Phoneme Blending  Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.9:</b> 2012, 2016 <b>U.9:</b> 2025, 2026, 2089, 2090 <b>U.9:</b> 2021, 2022, 2023  <b>U.6:</b> 1241 <b>U.6:</b> 1242 <b>U.6:</b> 1253, 1262, 1405 <b>U.6:</b> 1254, 1262-1263, 1271  <b>U.6:</b> 1240 <b>U.6:</b> 1392  <b>U.6:</b> 1283, 1291, 1298, 1435, 1444 <b>U.6:</b> 1282 <b>U.6:</b> 1295, 1296, 1371, 1372; <b>U.7:</b> 1691, 1692; <b>U.8:</b> 1769 <b>U.6:</b> 1291, 1292, 1293, 1444, 1445  <b>U.10:</b> 2213 <b>U.10:</b> 2214 <b>U.10:</b> 2225, 2301, 2365, 2377 <b>U.10:</b> 2226 <b>U.10:</b> 2242  <b>U.10:</b> 2212 <b>U.10:</b> 2224  <b>U.10:</b> 2255, 2258, 2407, 2408 <b>U.10:</b> 2254, 2258, 2406 <b>U.10:</b> 2267, 2268, 2331 <b>U.10:</b> 2415, 2416
<i>Continued on next page...</i>		

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p>	<p><b>/k/c,</b>  Reread the Big Book: Develop Comprehension, Phonemic Awareness  Phonics: Introduce /k/c  Handwriting: Write Cc  Review: /k/c  Blend with: /k/c  Picture Sort  Quick Check</p> <p>Phonemic Awareness: Phoneme Isolation: /k/  Phoneme Blending  Review: /k/c</p> <p>Skills Focus: Phonics  Skills Focus: Reread Decodable Reader  Leveled Reader Lesson</p> <p><b>/k/ck,</b>  Phonics: Introduce /k/ck  Blend with: /k/ck  Word Sort</p> <p>Phonemic Awareness: Phoneme Blending</p> <p>Skills Focus: Phonics  Skills Focus: Phonemic Awareness  Skills Focus: Reread Decodable Reader  Leveled Reader Lesson</p>	<p><b>U.4:</b> 838</p> <p><b>U.4:</b> 831  <b>U.4:</b> 832  <b>U.4:</b> 843, 852, 919, 928; <b>U.6:</b> 1262, 1414  <b>U.4:</b> 852-853, 861, 920, 937; <b>U.6:</b> 1415  <b>U.4:</b> 860-861, 868, 936  <b>U.5:</b> 1164</p> <p><b>U.4:</b> 830  <b>U.4:</b> 842, 860, 927, 936  <b>U.5:</b> 998</p> <p><b>U.5:</b> 1044  <b>U.5:</b> 1041  <b>U.5:</b> 1202, 1203</p> <p><b>U.8:</b> 1748  <b>U.8:</b> 1748-1749, 1757  <b>U.8:</b> 1756-1757</p> <p><b>U.8:</b> 1756</p> <p><b>U.8:</b> 1777, 1778; <b>U.9:</b> 2018  <b>U.8:</b> 1776  <b>U.8:</b> 1781, 1782, 1845; <b>U.9:</b> 2013  <b>U.8:</b> 1777, 1778, 1779, 1930, 1931</p>
<p><i>Continued on next page...</i></p>		

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	<p><b>/k/k,</b> Phonics: Introduce /k/k Handwriting: Write Kk Review: k/k Blend with: /k/k</p> <p>Phonemic Awareness: Phoneme Isolation: /k/ Phoneme Blending Review: /b/b</p> <p>Review and Assess: Phonics</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness</p> <p>Skills Focus: Reread Decodable Reader Leveled Reader Lesson</p> <p><b>/ks/x,</b> Phonics: Introduce /ks/x Handwriting: Write Xx Review: /ks/x Blend with: /ks/x</p> <p>Phonemic Awareness: Phoneme Isolation: /ks/ Phoneme Blending</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness</p> <p><b>/kw/qu,</b> Phonics: Introduce /kw/qu Handwriting: Write Qq</p>	<p><b>U.8:</b> 1727 <b>U.8:</b> 1728 <b>U.8:</b> 1739, 1824, 1879, 1900 <b>U.8:</b> 1740</p> <p><b>U.8:</b> 1726, 1747, 1878 <b>U.8:</b> 1738</p> <p><b>U.8:</b> 1764</p> <p><b>U.8:</b> 1769, 1772, 1777, 1778, 1850, 1921; <b>U.9:</b> 2018 <b>U.8:</b> 1772 <b>U.8:</b> 1782, 1934 <b>U.8:</b> 1777, 1778, 1779, 1929, 1930, 1931</p> <p><b>U.9:</b> 2047 <b>U.9:</b> 2048 <b>U.9:</b> 2059, 2123, 2144 <b>U.9:</b> 2060, 2144</p> <p><b>U.9:</b> 2046 <b>U.9:</b> 2058</p> <p><b>U.9:</b> 2089, 2090, 2092 <b>U.9:</b> 2088, 2092</p> <p><b>U.10:</b> 2234 <b>U.10:</b> 2235</p>
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Phonemic Awareness: Phoneme Isolation: /kw/	<b>U.10:</b> 2233
	Skills Focus: Phonics	<b>U.10:</b> 2263, 2264
	Skills Focus: Phonemic Awareness	<b>U.10:</b> 2262
	Skills Focus: Reread Decodable Reader	<b>U.10:</b> 2267, 2268, 2331
	Leveled Reader Lesson	<b>U.10:</b> 2263, 2264, 2265
	<b>/l/,</b>	
	Phonics: Introduce /l/	<b>U.7:</b> 1582
	Handwriting: Write Ll, Review	<b>U.7:</b> 1583, 1638
	Review: /l/	<b>U.7:</b> 1637, 1649, 1658; <b>U.8:</b> 1824, 1879, 1900
	Blend with: /ll/	<b>U.7:</b> 1591, 1658-1659
	Picture Sort	<b>U.7:</b> 1590
	Phonemic Awareness: Phoneme Isolation: /l/	<b>U.7:</b> 1581, 1636
	Phoneme Blending	<b>U.7:</b> 1590
	Review: /l/	<b>U.8:</b> 1878
	Review and Assess: Phonics	<b>U.7:</b> 1598; <b>U.8:</b> 1764
	Skills Focus: Phonics	<b>U.7:</b> 1611, 1612, 1618; <b>U.8:</b> 1850, 1921
	Skills Focus: Phonemic Awareness	<b>U.7:</b> 1610
	Skills Focus: Reread Decodable Reader	<b>U.7:</b> 1615, 1616
	Leveled Reader Lesson	<b>U.7:</b> 1611, 1612, 1613
	<b>/m/m,</b>	
	Phonics: Introduce /m/m	<b>U.1:</b> 25
	Handwriting: Write Mm	<b>U.1:</b> 26
	Review: /m/m	<b>U.1:</b> 37, 46, 113, 177, 198; <b>U.2:</b> 281, 357, 433, 442, 450
	Identify Words with /m/m	<b>U.1:</b> 38
	Picture Sort /m/m	<b>U.1:</b> 47, 54-55, 122, 130, 189, 207; <b>U.2:</b> 298
	Blend with	<b>U.1:</b> 114, 122-123, 131, 190, 199; <b>U.2:</b> 282, 290, 299, 358, 366-367, 375, 434, 442-443, 450
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Phonemic Awareness: Phoneme Isolation: /m/ Phoneme Identity Phoneme Categorization Review /m/ Phoneme Blending	<b>U.1:</b> 24, 45, 176 <b>U.1:</b> 36 <b>U.1:</b> 54, 61, 188 <b>U.1:</b> 100; <b>U.2:</b> 268 <b>U.1:</b> 112, 130, 206; <b>U.2:</b> 280, 356, 450
	Pre-decodable Reader, Cooperative Learning, Read Review and Assess: Phonics, Picture Sort	<b>U.1:</b> 56 <b>U.1:</b> 62, 138, 214; <b>U.2:</b> 306, 382, 458; <b>U.3:</b> 702; <b>U.4:</b> 944
	Review and Assess: Phonemic Awareness, Phoneme Identity	<b>U.1:</b> 137
	Skills Focus: Phonics	<b>U.1:</b> 67, 68, 69, 70, 72, 75, 76, 77, 78, 82, 144, 146, 148, 152, 154, 158, 219, 220, 222, 224, 227, 228, 230, 234; <b>U.2:</b> 312, 320, 322, 326, 398, 465; <b>U.3:</b> 636, 712
	Skills Focus: Phonemic Awareness	<b>U.1:</b> 66, 70, 74, 78, 146, 154, 218, 222, 226, 230; <b>U.2:</b> 322, 398
	Skills Focus: Reread Decodable Reader	<b>U.1:</b> 79, 80, 219, 220, 231, 232; <b>U.2:</b> 311, 312, 387
	Leveled Reader Lesson	<b>U.1:</b> 75, 76, 77, 227, 228, 229; <b>U.2:</b> 473
	<b>/n/n,</b> Phonics: Introduce /n/n Handwriting: Write Nn Review: /n/n Blend with: /n/n Picture Sort	<b>U.4:</b> 755 <b>U.4:</b> 756 <b>U.4:</b> 767, 776, 843, 919, 928; <b>U.9:</b> 2152 <b>U.4:</b> 768, 776-777, 920, 937; <b>U.5:</b> 1164 <b>U.4:</b> 860-861, 936
	Phonemic Awareness: Phoneme Isolation: /n/ Phoneme Blending	<b>U.4:</b> 754, 775 <b>U.4:</b> 766, 936
	Review and Assess: Phonics, Picture Sort Skills Focus: Phonics	<b>U.4:</b> 792, 868, 944 <b>U.4:</b> 797, 805, 806, 950, 952, 954, 957, 960, 964; <b>U.5:</b> 1202
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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p>	<p>Skills Focus: Phonemic Awareness  Skills Focus: Reread Decodable Reader  Leveled Reader Lesson</p> <p><b>/p/p,</b>  Phonics: Introduce /p/  Handwriting: Write Pp, Review  Review: /p/p</p> <p>Blend with: /p/p</p> <p>Picture Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /p/  Phoneme Blending</p> <p>Phoneme Categorization  Review /p/</p> <p>Review and Assess: Phonics, Picture Sort  Review and Assess: Phonemic Awareness, Phoneme Identity, Phoneme Categorization  Skills Focus: Phonics</p> <p>Skills Focus: Phonemic Awareness</p> <p>Skills Focus: Reread Decodable Reader  Skills Focus: Reread Pre-decodable Reader  Leveled Reader Lesson</p>	<p><b>U.4:</b> 796, 804, 952  <b>U.4:</b> 950, 961, 962; <b>U.5:</b> 1041  <b>U.4:</b> 805, 806, 957, 958, 959; <b>U.5:</b> 1201, 1202, 1203</p> <p><b>U.2:</b> 345  <b>U.2:</b> 346, 422  <b>U.2:</b> 357, 366, 421, 433, 442, 450; <b>U.3:</b> 525, 534, 601, 677; <b>U.4:</b> 852  <b>U.2:</b> 358, 366-367, 375, 434, 442-443, 451; <b>U.3:</b> 534, 610, 695; <b>U.4:</b> 853  <b>U.2:</b> 374; <b>U.3:</b> 542; <b>U.3:</b> 618, 694</p> <p><b>U.2:</b> 344, 365, 420  <b>U.2:</b> 356, 374, 450; <b>U.3:</b> 524, 542, 685, 694; <b>U.4:</b> 936  <b>U.2:</b> 432  <b>U.3:</b> 512, 588, 664</p> <p><b>U.2:</b> 382; <b>U.3:</b> 550, 626, 702; <b>U.4:</b> 944  <b>U.2:</b> 381; <b>U.3:</b> 549</p> <p><b>U.2:</b> 387, 388, 390, 395, 396, 398, 402, 463, 464, 465, 471, 472, 473; <b>U.3:</b> 564, 566, 570, 636, 642, 646, 707, 708, 710, 712, 715, 716, 718, 722; <b>U.4:</b> 960  <b>U.2:</b> 386, 390, 394, 398, 462, 470; <b>U.3:</b> 558, 706, 714, 718  <b>U.2:</b> 399, 400, 463  <b>U.3:</b> 719, 720  <b>U.2:</b> 395, 396, 397, 471, 472, 473; <b>U.3:</b> 563, 715, 716</p>
<p><i>Continued on next page...</i></p>		

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	<p><b>/r/r,</b> Phonics: Introduce /r/r Handwriting: Write Rr Review: /r/r Blend with: /r/r Picture Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /r/ Phoneme Blending</p> <p>Review and Assess: Phonics, Build Words with</p> <p>Skills Focus: Phonics Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson</p>	<p><b>U.6:</b> 1338 <b>U.6:</b> 1339 <b>U.6:</b> 1405 <b>U.6:</b> 1347 <b>U.6:</b> 1346</p> <p><b>U.6:</b> 1337 <b>U.6:</b> 1346</p> <p><b>U.6:</b> 1354</p> <p><b>U.6:</b> 1367, 1368, 1370, 1374, 1435, 1436 <b>U.6:</b> 1366, 1370, 1434 <b>U.6:</b> 1371, 1372, 1435, 1448; <b>U.7:</b> 1527 <b>U.6:</b> 1368, 1369, 1444, 1445</p>
<i>Continued on next page...</i>	<p><b>/s/s,</b> Phonics: Introduce /s/s Handwriting: Write Ss, Review Review: /s/s</p> <p>Blend with: /s/s</p> <p>Picture Sort Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /s/ Phoneme Blending Phoneme Categorization Review: /s/</p> <p>Review and Assess: Phonics, Picture Sort</p>	<p><b>U.2:</b> 269 <b>U.2:</b> 270, 422 <b>U.2:</b> 281, 290, 366, 421, 433, 442; <b>U.3:</b> 534; <b>U.4:</b> 919 <b>U.2:</b> 282, 290, 299, 375, 434, 442-443; <b>U.3:</b> 543, 602, 610 <b>U.2:</b> 298, 374; <b>U.3:</b> 542 <b>U.7:</b> 1514-1515</p> <p><b>U.2:</b> 268, 289, 420 <b>U.2:</b> 280, 542 <b>U.2:</b> 298, 432 <b>U.2:</b> 344; <b>U.3:</b> 512</p> <p><b>U.2:</b> 306, 382, 458; <b>U.3:</b> 550</p>

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Review and Assess: Phonemic Awareness, Phoneme Categorization Reread the Trade Book: Develop Comprehension, Phonemic Awareness  Skills Focus: Phonics  Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Skills Focus: Reread Pre-decodable Reader Leveled Reader Lesson  <b>/t/t,</b> Phonics: Introduce /t/t Handwriting: Write Tt Review: /t/t  Blend with: /t/t  Picture Sort Word Sort  Phonemic Awareness: Phoneme Isolation: /t/ Phoneme Blending  Review: /t/  Reread the Big Book: Develop Comprehension, Phonics Review and Assess: Phonemic Awareness, Picture Sort Review and Assess: Phonemic Awareness, Phoneme Categorization	<b>U.2:</b> 305; <b>U.3:</b> 549  <b>U.4:</b> 915  <b>U.2:</b> 311, 312, 314, 316, 319, 320, 322, 326, 388, 389, 395, 396, 398, 402, 463, 464, 465, 466, 468, 471, 472; <b>U.3:</b> 556, 560, 570, 636, 640, 712, 718, 722; <b>U.4:</b> 959, 964; <b>U.9:</b> 2018 <b>U.2:</b> 310, 314, 318, 390, 462, 466, 470 <b>U.2:</b> 323, 324, 387, 388 <b>U.3:</b> 555, 556, 719, 720 <b>U.2:</b> 319, 320, 321, 471, 472, 473; <b>U.3:</b> 563, 715, 716, 717; <b>U.4:</b> 958  <b>U.3:</b> 513 <b>U.3:</b> 514 <b>U.3:</b> 525, 534, 601, 665, 677, 686; <b>U.4:</b> 776, 919; <b>U.9:</b> 2059 <b>U.3:</b> 526, 534-535, 543, 602, 619, 678, 686-687, 695; <b>U.4:</b> 777, 861; <b>U.5:</b> 1164 <b>U.3:</b> 542, 618, 694 <b>U.7:</b> 1514  <b>U.3:</b> 512, 533, 664 <b>U.3:</b> 524, 542, 600, 618, 685, 694; <b>U.4:</b> 860, 927, 936 <b>U.3:</b> 588; <b>U.4:</b> 754  <b>U.3:</b> 519 <b>U.3:</b> 550, 626, 702; <b>U.4:</b> 792, 944 <b>U.3:</b> 549
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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Skills Focus: Phonics	<b>U.3:</b> 555, 558, 563, 564, 566, 570, 634, 636, 640, 642, 646, 707, 708, 710, 712, 715, 716, 718, 722; <b>U.4:</b> 806, 812, 952, 958, 960, 964 <b>U.3:</b> 554, 558, 562, 634, 706, 714 <b>U.3:</b> 567, 568, 707, 719, 720; <b>U.4:</b> 797 <b>U.5:</b> 1193 <b>U.3:</b> 563, 564, 565, 715, 716, 717; <b>U.4:</b> 958
	Skills Focus: Phonemic Awareness Skills Focus: Reread Pre-decodable Reader Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.3:</b> 554, 558, 562, 634, 706, 714 <b>U.3:</b> 567, 568, 707, 719, 720; <b>U.4:</b> 797 <b>U.5:</b> 1193 <b>U.3:</b> 563, 564, 565, 715, 716, 717; <b>U.4:</b> 958
	<b>/v/v,</b> Phonics: Introduce /v/v Handwriting: Write Vv Review: /v/v Blend with: /v/v	<b>U.9:</b> 2068 <b>U.9:</b> 2069 <b>U.9:</b> 2123; <b>U.10:</b> 2225 <b>U.9:</b> 2077
	Phonemic Awareness: Phoneme Isolation: /v/	<b>U.9:</b> 2067
	Skills Focus: Phonics	<b>U.9:</b> 2097, 2098, 2104, 2165, 2166, 2168, 2170, 2180
	Skills Focus: Phonemic Awareness Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.9:</b> 2096, 2100, 2172 <b>U.9:</b> 2101, 2102, 2165, 2177, 2178 <b>U.9:</b> 2097, 2098, 2099, 2173, 2175
	<b>/w/w,</b> Phonics: Introduce /w/w Handwriting: Write Ww Review: w Blend with: /w/w Picture Sort	<b>U.9:</b> 1992 <b>U.9:</b> 1993 <b>U.9:</b> 2123; <b>U.10:</b> 2225 <b>U.9:</b> 2001 <b>U.9:</b> 2000
	Phonemic Awareness: Phoneme Isolation: /w/ Phoneme Blending	<b>U.9:</b> 1991 <b>U.9:</b> 2000
<i>Continued on next page...</i>	Skills Focus: Phonics	<b>U.9:</b> 2021, 2022, 2024, 2028, 2165, 2166, 2168, 2174, 2180

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p>	<p>Skills Focus: Phonemic Awareness  Skills Focus: Reread Decodable Reader  Leveled Reader Lesson</p> <p><b>/y/y,</b>  Phonics: Introduce /y/y  Handwriting: Write Yy  Review: y  Blend with: /y/y  Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /y/  Phoneme Blending</p> <p>Skills Focus: Phonics  Skills Focus: Phonemic Awareness  Skills Focus: Reread Decodable Reader  Leveled Reader Lesson</p> <p><b>/z/z,</b>  Phonics: Introduce /z/z  Handwriting: Write Zz  Review: /z/z  Blend with: /z/z  Word Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /z/  Phoneme Blending</p> <p>Skills Focus: Phonics  Skills Focus: Phonemic Awareness  Skills Focus: Reread Decodable Reader  Leveled Reader Lesson</p>	<p><b>U.9:</b> 2020, 2024  <b>U.9:</b> 2025, 2026, 2165  <b>U.9:</b> 2021, 2022, 2023, 2173, 2174, 2175</p> <p><b>U.10:</b> 2289  <b>U.10:</b> 2290  <b>U.10:</b> 2301, 2377  <b>U.10:</b> 2302, 2319  <b>U.10:</b> 2318</p> <p><b>U.10:</b> 2288  <b>U.10:</b> 2300</p> <p><b>U.10:</b> 2331, 2332, 2334, 2346, 2407, 2408  <b>U.10:</b> 2330, 2334, 2406  <b>U.10:</b> 2343, 2344, 2407, 2408  <b>U.10:</b> 2339, 2340, 2341, 2416, 2417</p> <p><b>U.10:</b> 2310  <b>U.10:</b> 2311  <b>U.10:</b> 2377  <b>U.10:</b> 2319  <b>U.10:</b> 2318</p> <p><b>U.10:</b> 2309  <b>U.10:</b> 2318</p> <p><b>U.10:</b> 2339, 2340, 2346, 2407, 2408  <b>U.10:</b> 2338, 2406  <b>U.10:</b> 2343, 2344, 2407, 2408  <b>U.10:</b> 2339, 2340, 2341, 2415, 2416, 2417</p>
<p><i>Continued on next page...</i></p>		

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p>	<p><u>Short Vowel Sounds</u>  <b>/a/a,</b>  Phonics: Introduce /a/  Handwriting: Write Aa  Review: /a/a</p> <p>Blend with: /a/a</p> <p>Picture Sort</p> <p>Phonemic Awareness: Phoneme Isolation: /a/  Phoneme Blending</p> <p>Phoneme Categorization  Review: /a/a</p> <p>Review and Assess: Phonics, Picture Sort  Review and Assess: Phonemic Awareness  Skills Focus: Phonics</p> <p>Skills Focus: Phonemic Awareness</p> <p>Skills Focus: Reread Pre-decodable Reader</p> <p><b>/e/e,</b>  Phonics: Introduce /e/e  Handwriting: Write Ee  Review: /e/e  Blend with: /e/e</p>	<p><b>U.1:</b> 101  <b>U.1:</b> 102  <b>U.1:</b> 113, 177, 198; <b>U.2:</b> 281, 357, 366, 433, 442, 450; <b>U.3:</b> 525; <b>U.4:</b> 852  <b>U.1:</b> 114, 122-123, 190, 199; <b>U.2:</b> 282, 290, 299, 358, 366, 375, 434, 442; <b>U.3:</b> 534; <b>U.4:</b> 852; <b>U.5:</b> 1164; <b>U.6:</b> 1415  <b>U.1:</b> 189, 207; <b>U.2:</b> 298, 374; <b>U.3:</b> 542</p> <p><b>U.1:</b> 100, 121, 176  <b>U.1:</b> 112, 130, 197, 206; <b>U.2:</b> 280, 356, 374, 450;  <b>U.3:</b> 524, 542; <b>U.4:</b> 860, 927  <b>U.1:</b> 188; <b>U.2:</b> 305  <b>U.2:</b> 268, 344</p> <p><b>U.1:</b> 138; <b>U.2:</b> 306, 382; <b>U.3:</b> 626  <b>U.1:</b> 213, 214  <b>U.1:</b> 69, 143, 144, 145, 146, 148, 151, 152, 153, 154, 219, 220, 222, 224, 227, 228, 230, 234; <b>U.2:</b> 312, 313, 314, 320, 321, 322, 326, 389, 390, 396, 398, 402, 463, 466, 478; <b>U.3:</b> 558, 636, 712; <b>U.4:</b> 875, 883; <b>U.5:</b> 1044, 1120, 1198; <b>U.6:</b> 1438; <b>U.9:</b> 2018  <b>U.1:</b> 142, 146, 150, 154, 218, 222, 226, 230; <b>U.2:</b> 314, 322, 390, 398, 466; <b>U.6:</b> 1438  <b>U.1:</b> 155, 156, 219, 220, 231, 232; <b>U.2:</b> 311, 312, 387, 463</p> <p><b>U.7:</b> 1485  <b>U.7:</b> 1486  <b>U.7:</b> 1497, 1506, 1637, 1649; <b>U.9:</b> 2135, 2152  <b>U.7:</b> 1498, 1506-1507, 1515; <b>U.9:</b> 2153</p>
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<i>Continued from previous page...</i>	Word Sort	<b>U.7:</b> 1514-1515
	Phonemic Awareness: Phoneme Isolation: /e/ Phoneme Blending	<b>U.7:</b> 1484, 1505, 1636 <b>U.7:</b> 1514
	Skills Focus: Phonics	<b>U.3:</b> 557, 565, 1527, 1528, 1529, 1530, 1532, 1535, 1537, 1538, 1542, 1618, 1680, 1682, 1687, 1690, 1694; <b>U.9:</b> 2018
	Skills Focus: Phonemic Awareness	<b>U.7:</b> 1526, 1530, 1534
	Skills Focus: Reread Decodable Reader Leveled Reader Lesson	<b>U.7:</b> 1539, 1540 <b>U.7:</b> 1535, 1536, 1537, 1687, 1688, 1689
	<b>/i/i,</b> Phonics: Introduce /i/i Handwriting: Write li Review: /i/i	<b>U.3:</b> 589 <b>U.3:</b> 590 <b>U.3:</b> 601, 665, 677, 686; <b>U.4:</b> 767; <b>U.9:</b> 2135, 2144
	Blend with: /i/i	<b>U.3:</b> 602, 610-611, 619, 678, 686-687, 695; <b>U.4:</b> 777, 843, 919; <b>U.5:</b> 1105
	Picture Sort	<b>U.3:</b> 610, 618, 694; <b>U.4:</b> 860, 936
	Phonemic Awareness: Phoneme Isolation: /i/ Phoneme Blending Phoneme Identity, Quick Check Review /i/	<b>U.3:</b> 588, 609 <b>U.3:</b> 600, 618, 685; <b>U.5:</b> 1086; <b>U.9:</b> 2143 <b>U.3:</b> 664, 676 <b>U.4:</b> 754
	Review and Assess: Phonics, Picture Sort Review /i/i	<b>U.3:</b> 626; <b>U.4:</b> 792, 868 <b>U.5:</b> 1036
	Skills Focus: Phonics	<b>U.1:</b> 221, 229; <b>U.3:</b> 631, 632, 633, 634, 636, 639, 640, 642, 646, 707, 708, 710, 712, 715, 716, 718, 722; <b>U.4:</b> 798, 949, 964; <b>U.5:</b> 1044, 1056, 1198; <b>U.6:</b> 1285, 1293, 1298; <b>U.9:</b> 2018; <b>U.10:</b> 2260
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<i>Continued from previous page...</i>	Skills Focus: Phonemic Awareness	<b>U.3:</b> 630, 634, 638, 706, 710, 714; <b>U.4:</b> 948; <b>U.8:</b> 1920
	Skills Focus: Reread Pre-decodable Reader	<b>U.3:</b> 643, 707, 719, 720
	Skills Focus: Reread Decodable Reader	<b>U.4:</b> 644, 797
	Leveled Reader Lesson	<b>U.3:</b> 639, 640, 641, 715, 716, 717
	<b>/o/o,</b>	
	Phonics: Introduce /o/o	<b>U.5:</b> 999
	Handwriting: Write Oo	<b>U.5:</b> 1000
	Review: /o/o	<b>U.5:</b> 1011, 1020, 1151, 1163; <b>U.9:</b> 2135, 2144
	Blend with: /o/o	<b>U.5:</b> 1012, 1020-1021, 1164; <b>U.6:</b> 1271
	Picture Sort	<b>U.5:</b> 1028, <b>U.6:</b> 1270
	Phonemic Awareness: Phoneme Isolation: /o/	<b>U.5:</b> 998, 1019, 1150
	Phoneme Blending	<b>U.5:</b> 1010
	Phoneme Segmentation	<b>U.5:</b> 1028
	Review and Assess: Phonics, Review /o/o	<b>U.5:</b> 1036
	Skills Focus: Phonics	<b>U.2:</b> 465, 473; <b>U.5:</b> 1041, 1043, 1044, 1050, 1051, 1056, 1194, 1196, 1198, 1202, 1204, 1208; <b>U.6:</b> 1298; <b>U.9:</b> 2018
	Skills Focus: Phonemic Awareness	<b>U.5:</b> 1040, 1048; <b>U.8:</b> 1920
	Skills Focus: Reread Decodable Reader	<b>U.5:</b> 1053, 1054, 1117, 1205, 1206; <b>U.6:</b> 1295
	Leveled Reader Lesson	<b>U.5:</b> 1049, 1050, 1051, 1201, 1202, 1203
	<b>/u/u,</b>	
	Phonics: Introduce /u/u	<b>U.8:</b> 1803
	Handwriting: Write Uu	<b>U.8:</b> 1804
	Review: /u/u	<b>U.8:</b> 1815, 1824, 1900,
	Blend with: /u/u	<b>U.8:</b> 1816, 1824-1825, 1833
	Word Sort	<b>U.8:</b> 1832-1833
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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Phonemic Awareness: Phoneme Isolation: /u/ Phoneme Blending	<b>U.8:</b> 1802, 1878 <b>U.8:</b> 1814
	Skills Focus: Phonics	<b>U.3:</b> 709, 717; <b>U.5:</b> 1119, 1127; <b>U.8:</b> 1845, 1848, 1850, 1853, 1854, 1856, 1860, 1921, 1922, 1936; <b>U.9:</b> 2024
	Skills Focus: Phonemic Awareness	<b>U.8:</b> 1844, 1848, 1852, 1932
	Skills Focus: Reread Decodable Reader	<b>U.8:</b> 1857, 1858, 1921, 1933, 1934; <b>U.9:</b> 2025
	Leveled Reader Lesson	<b>U.8:</b> 1853, 1854, 1855, 1929, 1930, 1931
	Skills Focus: Phonics, Blend Sounds in CVC Words	<b>U.2:</b> 322, 395, 398; <b>U.3:</b> 560, 563, 566, 639, 715, 718; <b>U.4:</b> 802, 805, 808, 878, 881, 884, 954, 957, 960; <b>U.5:</b> 1046, 1049, 1052, 1122, 1125, 1128, 1201, 1204; <b>U.6:</b> 1288, 1291, 1294, 1364, 1367, 1370, 1443, 1446; <b>U.7:</b> 1535, 1538, 1608, 1614, 1684, 1687, 1690; <b>U.8:</b> 1774, 1856, 1929, 1932; <b>U.9:</b> 2024, 2094, 2100, 2173, 2176; <b>U.10:</b> 2336, 2342, 2415, 2418
	Skills Focus: Phonics, Blend Sounds in VC and CVC Words	<b>U.2:</b> 471, 474; <b>U.3:</b> 642; <b>U.8:</b> 1853
	Start Smart: Building a Foundation/Getting to Know Your Class High-Frequency Words: Introduce, Review, Reinforce	<b>U.1:</b> S9, S10, S18, S21, S22, S26, S29, S33, S34, S42, S45, S46, S50, S53, S54, S57, S58, S66, S69, S70, S74
	Reread the Big Book: Develop Comprehension, Review and Assess: Vocabulary, High-Frequency Words	<b>U.1:</b> S36 <b>U.1:</b> S77
	Morning Message: Review High-Frequency Words	<b>U.1:</b> 20, 28, 40, 50, 96, 104, 116, 126, 172, 180, 192, 202; <b>U.2:</b> 264, 272, 284, 294, 340, 348, 360, 370, 416, 424, 436, 446; <b>U.3:</b> 508, 516, 528, 538, 584, 592, 604, 614, 660, 668, 680; <b>U.4:</b> 750, 758, 770, 780, 826, 834, 846, 856, 902, 910, 922, 932; <b>U.5:</b> 994, 1002, 1014, 1024, 1070, 1078, 1090,
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<i>Continued from previous page...</i>		1100, 1146, 1154, 1166, 1176; <b>U.6:</b> 1236, 1244, 1256, 1266, 1312, 1320, 1332, 1342, 1388, 1396, 1408, 1418; <b>U.7:</b> 1480, 1488, 1500, 1510, 1556, 1564, 1576, 1586, 1632, 1640, 1652, 1662; <b>U.8:</b> 1722, 1730, 1742, 1752, 1798, 1806, 1818, 1828, 1874, 1882, 1894, 1904; <b>U.9:</b> 1966, 1974, 1986, 1996, 2042, 2050, 2062, 2072, 2118, 2126, 2138, 2148; <b>U.10:</b> 2208, 2216, 2228, 2238, 2284, 2292, 2304, 2314, 2360, 2368, 2380, 2390
	High-Frequency Words: Introduce, Review	<b>U.1:</b> 23, 44, 99, 120, 175, 196; <b>U.2:</b> 267, 288, 343, 364, 419, 440; <b>U.3:</b> 511, 532, 587, 608, 663, 684, 690; <b>U.4:</b> 753, 774, 829, 850, 905, 926; <b>U.5:</b> 997, 1018, 1073, 1094, 1149, 1170; <b>U.6:</b> 1239, 1260, 1315, 1336, 1391, 1412; <b>U.7:</b> 1483, 1504, 1559, 1580, 1635, 1656; <b>U.8:</b> 1725, 1746, 1801, 1822, 1877, 1898; <b>U.9:</b> 1969, 1990, 2045, 2066, 2121, 2142; <b>U.10:</b> 2211, 2232, 2287, 2308, 2363, 2384
	Pre-decodable Reader: Review, High-Frequency Word Cards	<b>U.1:</b> 56, 132, 208; <b>U.2:</b> 300, 376, 452; <b>U.3:</b> 544, 620, 696
	Decodable Reader: Review, High-Frequency Word Cards	<b>U.4:</b> 786, 862, 938; <b>U.5:</b> 1030, 1106, 1182; <b>U.6:</b> 1272, 1348, 1424; <b>U.7:</b> 1516, 1592, 1668; <b>U.8:</b> 1758, 1834, 1910; <b>U.9:</b> 2002, 2078, 2154; <b>U.10:</b> 2244, 2320, 2396
	Review and Assess: Oral Language, Review High-Frequency Words	<b>U.1:</b> 58, 134, 210; <b>U.2:</b> 302, 378, 454; <b>U.3:</b> 546, 622, 698; <b>U.4:</b> 788, 864, 940; <b>U.5:</b> 1032, 1108, 1184; <b>U.6:</b> 1274, 1350, 1426; <b>U.7:</b> 1518, 1594, 1670; <b>U.8:</b> 1760, 1836, 1912; <b>U.9:</b> 2004, 2080, 2156; <b>U.10:</b> 2246, 2322, 2398
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	Skills Focus: High-Frequency Words	<b>U.1:</b> 66, 69, 74, 79, 80, 142, 145, 150, 155, 156, 218, 221, 226, 231, 232; <b>U.2:</b> 310, 313, 318, 323, 324, 386, 389, 394, 396, 400, 462, 465, 470, 475, 476; <b>U.3:</b> 554, 557, 562, 567, 568, 630, 633, 638, 643, 644, 706, 709, 714, 719, 720; <b>U.4:</b> 796, 799, 804, 809, 810, 872, 875, 880, 885, 886, 948, 951, 956, 961, 962; <b>U.5:</b> 1040, 1043, 1048, 1053, 1054, 1116, 1119, 1124, 1129, 1130, 1192, 1195, 1200, 1205, 1206; <b>U.6:</b> 1282, 1285, 1290, 1295, 1296, 1358, 1361, 1366, 1371, 1372, 1434, 1437, 1442, 1447, 1448; <b>U.7:</b> 1526, 1529, 1534, 1539, 1540, 1602, 1605, 1610, 1615, 1616, 1678, 1681, 1686, 1691, 1692; <b>U.8:</b> 1768, 1771, 1776, 1781, 1782, 1844, 1847, 1852, 1857, 1858, 1920, 1923, 1928, 1933, 1934; <b>U.9:</b> 2012, 2015, 2020, 2025, 2026, 2088, 2091, 2096, 2101, 2102, 2164, 2167, 2172, 2177, 2178; <b>U.10:</b> 2254, 2257, 2262, 2267, 2268, 2330, 2333, 2338, 2343, 2344, 2406, 2409, 2414, 2419, 2420
	Leveled Reader Lesson: Before Reading, Review High-Frequency Words, Reinforce High-Frequency Words	<b>U.1:</b> 71, 72, 147, 148, 223, 224; <b>U.2:</b> 315, 316, 391, 392, 467, 468; <b>U.3:</b> 559, 560, 635, 636, 711, 712; <b>U.4:</b> 801, 802, 877, 953, 954; <b>U.5:</b> 1045, 1046, 1121, 1122, 1197, 1198; <b>U.6:</b> 1287, 1288, 1363, 1364, 1439, 1440; <b>U.7:</b> 1531, 1532, 1607, 1608, 1683, 1684; <b>U.8:</b> 1773, 1774, 1849, 1850, 1925, 1926; <b>U.9:</b> 2017, 2018, 2093, 2094, 2169, 2170; <b>U.10:</b> 2259, 2260, 2335, 2336, 2411, 2412

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<p><b>[K] 1.1.3</b> Naming pictures of common objects; environmental print (e.g., stop, exit), using words to describe location, size, color, and shape; using names and labels of basic objects; identifying and sorting pictures into categories (e.g., vehicles, foods, colors)</p>	<p>Start Smart: Building a Foundation/Getting to Know Your Class Informational Text: <i>Signs in the Park, Your Five Senses</i> Vocabulary: Position Words</p>	<p><b>U.1:</b> S19, S67 <b>U.1:</b> S65, S73, S77</p>
	<p>Big Book of Explorations: Science, Social Studies</p> <p>Text Features: Captions/Labels, Diagrams, Illustrations, Maps, Photographs, Signs</p> <p>Vocabulary, Review and Assess, Develop Comprehension: Color, Food, Number, Position, Season, Shape, Size, and Sound Words</p>	<p><b>U.1:</b> 118-119, 194-195; <b>U.2:</b> 286-287, 438-439; <b>U.3:</b> 530-531, 682-683; <b>U.4:</b> 772-773, 924-925; <b>U.5:</b> 1016-1017, 1168-1169; <b>U.6:</b> 1258-1259, 1410-1411; <b>U.7:</b> 1578-1579, 1654-1655; <b>U.8:</b> 1896-1897; <b>U.9:</b> 2140-2141; <b>U.10:</b> 2306-2307, 2382-2383</p> <p><b>U.1:</b> 118, 194; <b>U.2:</b> 286,438-439; <b>U.3:</b> 530, 682; <b>U.4:</b> 772, 924-925; <b>U.5:</b> 1016, 1168; <b>U.6:</b> 1258-1259, 1410; <b>U.7:</b> 1578, 1654; <b>U.8:</b> 1820,1896-1897; <b>U.9:</b> 1988, 2140; <b>U.10:</b> 2306, 2382</p> <p><b>U.1:</b> 35, 53, 60, 184, 187, 212; <b>U.2:</b> 279, 297, 304, 355, 373, 380, 431, 449, 456; <b>U.3:</b> 520, 523, 541, 548, 599, 617, 624, 672, 675, 693, 700; <b>U.4:</b> 765, 790, 841, 859, 866, 917, 935, 942; <b>U.5:</b> 1009, 1027, 1034, 1085, 1103, 1110, 1161, 1179, 1186; <b>U.7:</b> 1495, 1513, 1520, 1647, 1672; <b>U.8:</b> 1737, 1755, 1762, 1811, 1813, 1831, 1838, 1889, 1907, 1914; <b>U.10:</b> 2219, 2223, 2241, 2248, 2295, 2299, 2317, 2324, 2372, 2375, 2393, 2400</p>
<p><b>[K] 1.1.4</b> Listening to and using new vocabulary in context</p>	<p>Start Smart: Building a Foundation/Getting to Know Your Class Read: Content Words</p> <p>Big Book of Explorations: Read, Content Vocabulary</p>	<p><b>U.1:</b> S19, S43, S67</p> <p><b>U.1:</b> 42, 118, 194; <b>U.2:</b> 286, 362, 438; <b>U.3:</b> 530, 606, 682; <b>U.4:</b> 772, 848, 924; <b>U.5:</b> 1016, 1092, 1168; <b>U.6:</b> 1258, 1334, 1410; <b>U.7:</b> 1502, 1578, 1654; <b>U.8:</b> 1744, 1820, 1896; <b>U.9:</b> 1988, 2064, 2140; <b>U.10:</b> 2230, 2306, 2382</p>

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Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p> <p><b>[K] 1.1.5</b> Demonstrating understanding of concepts of print including</p> <ul style="list-style-type: none"> <li>holding book right side up;</li> </ul>	Vocabulary: Story Words	<b>U.1:</b> 35, 53, 111, 129, 187, 205; <b>U.2:</b> 279, 297, 355, 373, 431, 449; <b>U.3:</b> 523, 541, 599, 617, 675, 693; <b>U.4:</b> 765, 783, 841, 859, 917, 935; <b>U.5:</b> 1009, 1027, 1085, 1103, 1161, 1179; <b>U.6:</b> 1251, 1269, 1327, 1345, 1403, 1421; <b>U.7:</b> 1495, 1513, 1571, 1589, 1647, 1665; <b>U.8:</b> 1737, 1755, 1813, 1831, 1889, 1907; <b>U.9:</b> 1981, 1999, 2057, 2075, 2133, 2151; <b>U.10:</b> 2223, 2241, 2299, 2317, 2375, 2393
	Leveled Reader Lesson: Before Reading, Introduce Story Words	<b>U.1:</b> 73, 149, 225; <b>U.2:</b> 317, 393, 469; <b>U.3:</b> 561, 637, 713; <b>U.4:</b> 803, 878, 879, 955; <b>U.5:</b> 1046, 1047, 1122, 1123, 1198, 1199; <b>U.6:</b> 1289, 1365, 1441; <b>U.7:</b> 1533, 1608, 1609, 1684, 1685; <b>U.8:</b> 1773, 1774, 1775, 1849, 1850, 1851, 1925, 1926, 1927; <b>U.9:</b> 2018, 2019, 2093, 2094, 2095, 2170, 2171; <b>U.10:</b> 2261, 2337, 2413
	Pre-decodable Reader: Read, Model Concepts of Print	<b>U.1:</b> 56, 132, 208; <b>U.2:</b> 300, 376, 452; <b>U.3:</b> 620
	Decodable Reader: Read, Model Concepts of Print	<b>U.4:</b> 862; <b>U.5:</b> 1106; <b>U.6:</b> 1272, 1348, 1424; <b>U.7:</b> 1516, 1592, 1668; <b>U.8:</b> 1758
	Leveled Reader: Before Reading, Model Concepts of Print	<b>U.1:</b> 71, 72; <b>U.2:</b> 391, 392, 467; <b>U.3:</b> 560, 636
Leveled Reader: Before Reading, Preview and Predict	<b>U.4:</b> 801, 802, 877, 953, 954; <b>U.5:</b> 1045, 1121, 1197, 1198; <b>U.6:</b> 1287, 1363, 1364, 1440; <b>U.7:</b> 1607	

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<ul style="list-style-type: none"> <li>reading front to back, top to bottom of page, left to right of page, left before right page;</li> <li>one-to-one word correspondence;</li> </ul>	Morning Message: Model Concepts of Print	<b>U.1:</b> 20, 28, 40, 50, 58, 96, 104, 116, 147, 172, 180, 192, 202, 210; <b>U.2:</b> 378; <b>U.3:</b> 508, 622, 690; <b>U.4:</b> 770, 780, 826, 902; <b>U.5:</b> 1184; <b>U.6:</b> 1396, 1408, 1418; <b>U.8:</b> 1828, 1904; <b>U.9:</b> 2004; <b>U.10:</b> 2228, 2246, 2284, 2380, 2390
	Reread the Big Book: Develop Comprehension, Concepts of Print	<b>U.1:</b> 32
	Reread the Trade Book: Develop Comprehension, Concepts of Print	<b>U.1:</b> 183
	Leveled Reader Lesson: Before Reading, Model Concepts of Print	<b>U.1:</b> 223; <b>U.2:</b> 315, 391, 467; <b>U.3:</b> 559, 635, 711; <b>U.4:</b> 801, 877, 953; <b>U.5:</b> 1045
	Pre-decodable Reader: Read, Model Concepts of Print	<b>U.1:</b> 132, 208; <b>U.2:</b> 300, 376, 452; <b>U.3:</b> 620, 696
	Decodable Reader: Read, Model Concepts of Print	<b>U.4:</b> 862, 938; <b>U.5:</b> 1030, 1106
	Start Smart: Building a Foundation/Getting to Know Your Class Reread the Big Book, Listening Comprehension	<b>U.1:</b> S11
	Morning Message: Model Concepts of Print	<b>U.1:</b> 126; <b>U.2:</b> 264, 272, 284, 302, 340, 348, 353, 360, 370, 376, 378, 416, 446; <b>U.3:</b> 516, 520, 538, 546, 592, 622, 660, 680, 698; <b>U.4:</b> 750, 758, 762, 770, 780, 826, 910, 932, 938, 940; <b>U.5:</b> 994, 1108, 1146, 1184; <b>U.6:</b> 1312, 1342, 1350, 1426; <b>U.7:</b> 1632, 1640; <b>U.8:</b> 1742, 1798, 1904; <b>U.9:</b> 2004, 2080, 2138, 2156; <b>U.10:</b> 2238, 2246, 2292, 2368
	Reread the Big Book: Develop Comprehension, Concepts of Print	<b>U.9:</b> 2054
Leveled Reader Lesson: Before Reading, Model Concepts of Print	<b>U.1:</b> 223; <b>U.2:</b> 315, 467	

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<ul style="list-style-type: none"> <li>meaning of the concept of first/last and beginning/end</li> </ul>	Pre-decodable Reader: Read, Model Concepts of Print	<b>U.1:</b> 56, 132, 208; <b>U.2:</b> 300, 376, 452; <b>U.3:</b> 620
	Decodable Reader: Read, Model Concepts of Print	<b>U.4:</b> 862, 938; <b>U.5:</b> 1106; <b>U.6:</b> 1272, 1348, 1424; <b>U.7:</b> 1516, 1592, 1668; <b>U.8:</b> 1758
	Leveled Reader: Before Reading, Model Concepts of Print	<b>U.1:</b> 71, 72; <b>U.2:</b> 315, 391, 392, 467; <b>U.3:</b> 560, 636
	Leveled Reader: Before Reading, Preview and Predict	<b>U.4:</b> 801, 802, 877, 953, 954; <b>U.5:</b> 1045, 1121, 1122, 1197, 1198; <b>U.6:</b> 1287, 1363, 1364, 1440; <b>U.7:</b> 1531, 1532, 1607
	Morning Message: Model Concepts of Print	<b>U.1:</b> 126; <b>U.2:</b> 272, 370, 378, 416, 446; <b>U.3:</b> 622; <b>U.4:</b> 750, 770, 932, 938; <b>U.5:</b> 1108, 1146, 1184; <b>U.6:</b> 1312, 1342, 1350; <b>U.8:</b> 1798, 1904; <b>U.9:</b> 2004, 2080, 2138, 2156; <b>U.10:</b> 2238, 2246, 2292, 2368
	Reread the Big Book: Develop Comprehension, Concepts of Print	<b>U.9:</b> 2054
	Leveled Reader Lesson: Before Reading, Model Concepts of Print	<b>U.1:</b> 223; <b>U.2:</b> 315, 467
<b>The student comprehends literal or inferred meaning from text.</b>		
<b>R1.2</b> a. Comprehend literal meaning from text. b. Use a variety of strategies to support comprehension; including predicting, questioning, rereading, and monitoring own comprehension. E.B.1		
<b>The student comprehends literal or inferred meaning from text by</b>		
<b>[K] 1.2.1</b> Answering who, where, and what questions after listening to a sentence, paragraph, or story  <i>Continued on next page...</i>	Start Smart: Building a Foundation/Getting to Know Your Class Interactive Read Aloud Respond to Literature	<b>U.1:</b> S23, S47, S71 <b>U.1:</b> S7, S15, S19, S31, S39, S43, S55, S62, S67, S71
	Interactive Read Aloud: Listening Comprehension, Respond to Literature, Review and Assess	<b>U.1:</b> 52, 59, 128, 135, 204, 211; <b>U.2:</b> 296, 303, 372, 379, 448, 455; <b>U.3:</b> 540, 547, 616, 623, 692,

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
Continued from previous page...	Respond to Literature, Ask Questions, Leveled Reader Lesson, Respond to the Book	<p>699; <b>U.4:</b> 782, 789, 858, 865, 934, 941; <b>U.5:</b> 1026, 1033, 1102, 1109, 1178, 1185; <b>U.6:</b> 1268, 1275, 1344, 1351, 1420, 1427; <b>U.7:</b> 1512, 1519, 1588, 1595, 1664, 1671; <b>U.8:</b> 1754, 1761, 1830, 1837, 1906, 1913; <b>U.9:</b> 1998, 2005, 2074, 2081, 2150, 2157; <b>U.10:</b> 2240, 2247, 2316, 2323, 2392, 2399</p> <p><b>U.1:</b> 22, 34, 43, 71, 72, 73, 98, 110, 119, 147, 148, 149, 174, 186, 195, 208, 223, 224, 225; <b>U.2:</b> 266, 278, 287, 300, 315, 317, 342, 353, 363, 376, 391, 393, 418, 430, 439, 452, 467, 468, 469; <b>U.3:</b> 510, 522, 531, 544, 559, 560, 561, 586, 598, 607, 635, 636, 637, 662, 683, 696, 711, 712, 713; <b>U.4:</b> 752, 764, 773, 801, 802, 803, 828, 849, 862, 877, 878, 879, 904, 916, 925, 953, 954, 955; <b>U.5:</b> 996, 1017, 1030, 1045, 1046, 1047, 1072, 1093, 1121, 1122, 1123, 1148, 1169, 1197, 1198, 1199; <b>U.6:</b> 1238, 1249, 1259, 1287, 1288, 1289, 1314, 1326, 1335, 1363, 1364, 1365, 1390, 1402, 1411, 1439, 1440, 1441; <b>U.7:</b> 1482, 1493, 1503, 1531, 1532, 1533, 1558, 1569, 1579, 1607, 1608, 1609, 1634, 1646, 1655, 1683, 1684, 1685; <b>U.8:</b> 1724, 1736, 1745, 1773, 1774, 1775, 1800, 1812, 1821, 1849, 1850, 1851, 1876, 1888, 1897, 1925, 1926, 1927; <b>U.9:</b> 1968, 1979, 1989, 2017, 2018, 2019, 2044, 2056, 2065, 2093, 2094, 2095, 2120, 2132, 2141, 2169, 2170, 2171; <b>U.10:</b> 2210, 2222, 2231, 2259, 2260, 2261, 2286, 2298, 2307, 2335, 2336, 2337, 2362, 2374, 2383, 2392</p>

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
[K] 1.2.2 Predicting and confirming outcomes when listening to a story	Make/Confirm Predications, Preview and Predict	<b>U.1:</b> 22, 30, 31, 32, 59, 75, 76, 82, 83, 148, 174, 182, 183, 184, 185, 211, 224, 227, 228, 234, 235; <b>U.3:</b> 510, 518, 519, 520, 521, 547, 563, 564, 570, 571; <b>U.4:</b> 761; <b>U.5:</b> 996, 1004, 1005, 1007, 1033, 1049, 1050, 1056, 1057; <b>U.7:</b> 1645; <b>U.8:</b> 1887
<b>The student reads text aloud.</b>		
<b>R1.3</b> Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1		
<b>The student reads text aloud by</b>		
[K] 1.3.1 Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns	<p>Start Smart: Building a Foundation/Getting to Know Your Class Songs, Rhymes, Chants: Phonemic Awareness, Letter Recognition</p> <p>Songs, Rhymes, Chants Phonemic Awareness Warm Up</p> <p>Leveled Reader Lesson: Fluency: Choral Read</p>	<p><b>U.1:</b> S8, S16, S20, S24, S28, S32, S40, S44, S48, S52, S56, S64, S68, S72, S76</p> <p><b>U.1:</b> 20, 28, 40, 50, 96, 104, 116, 126, 172, 180, 192, 202, 210; <b>U.2:</b> 264, 272, 284, 294, 340, 348, 360, 370, 416, 424, 436, 446; <b>U.3:</b> 508, 516, 528, 538, 584, 592, 604, 614, 622, 660, 668, 680, 690, 698; <b>U.4:</b> 750, 758, 770, 780, 826, 834, 846, 856, 864, 902, 910, 922, 932, 940; <b>U.5:</b> 994, 1002, 1014, 1024, 1070, 1078, 1090, 1100, 1146, 1154, 1166, 1176; <b>U.6:</b> 1236, 1244, 1256, 1266, 1312, 1320, 1332, 1342, 1388, 1396, 1408, 1418; <b>U.7:</b> 1480, 1488, 1500, 1510, 1556, 1564, 1576, 1586, 1632, 1640, 1652, 1662; <b>U.8:</b> 1722, 1730, 1742, 1752, 1798, 1806, 1818, 1828, 1874, 1882, 1894, 1904; <b>U.9:</b> 1966, 1974, 1986, 1996, 2042, 2050, 2062, 2072, 2118, 2126, 2138, 2148; <b>U.10:</b> 2208, 2216, 2228, 2238, 2284, 2292, 2304, 2314, 2360, 2368, 2380, 2390</p> <p><b>U.1:</b> 152, 228, 229; <b>U.2:</b> 320, 321, 396, 397, 472, 473; <b>U.3:</b> 564, 565, 640, 641, 716, 717; <b>U.4:</b> 806,</p>
<i>Continued on next page...</i>		

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	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Skills Focus: Reread Pre-decodable/Decodable Reader Fluency: Choral Read  Poetry: Fluency: Choral Read	809, 882, 883, 958, 959; <b>U.5:</b> 1050, 1051, 1126, 1127, 1202, 1203; <b>U.6:</b> 1292, 1293, 1368, 1369, 1444, 1445, 1447, 1448; <b>U.7:</b> 1536, 1537, 1612, 1613, 1688, 1689; <b>U.8:</b> 1778, 1779, 1854, 1855, 1930, 1931; <b>U.9:</b> 2022, 2023, 2098, 2099, 2174, 2175; <b>U.10:</b> 2264, 2265, 2340, 2341, 2416, 2417  <b>U.1:</b> 232; <b>U.2:</b> 323, 324, 399, 400, 475, 476; <b>U.3:</b> 567, 568, 643, 644, 719, 720; <b>U.4:</b> 810, 885, 886, 961, 962; <b>U.5:</b> 1053, 1054, 1129, 1130, 1205, 1206; <b>U.6:</b> 1295, 1296, 1371, 1372; <b>U.7:</b> 1539, 1540, 1615, 1616, 1691, 1692; <b>U.8:</b> 1781, 1782, 1857, 1858, 1933, 1934; <b>U.9:</b> 2025, 2026, 2101, 2102, 2177, 2178; <b>U.10:</b> 2267, 2268, 2343, 2344, 2419, 2420  <b>U.3:</b> 607; <b>U.5:</b> 1093; <b>U.7:</b> 1503
<b>The student restates/summarizes information.</b>		
<b>R1.4</b> a. Retell or dramatize a story after reading it. b. Restate information after reading a text. E.B.1		
<b>The student restates/summarizes information by</b>		
<b>[K] 1.4.1</b> Retelling or dramatizing a familiar story (not necessarily in sequence) with or without the use of props	Start Smart: Building a Foundation/Getting to Know Your Class Retell: Guided Retelling  Retell, Guided Retelling, Retell the Story	<b>U.1:</b> S63  <b>U.1:</b> 110, 143, 186, 219; <b>U.2:</b> 278, 311, 430; <b>U.3:</b> 522, 555, 674, 707; <b>U.4:</b> 764, 797, 840, 873, 916, 949; <b>U.5:</b> 1008, 1041, 1160, 1193; <b>U.6:</b> 1326, 1359, 1390, 1398, 1399, 1402, 1427, 1435, 1443, 1444, 1450, 1451; <b>U.7:</b> 1570, 1603, 1646, 1679; <b>U.8:</b> 1888, 1921; <b>U.9:</b> 2132, 2165; <b>U.10:</b> 2222, 2255, 2298, 2331, 2374, 2407

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[K] 1.4.2 Restating information after listening to text	Start Smart: Building a Foundation/Getting to Know Your Class Retell: Guided Retelling  Retell, Guided Retelling, Retell the Story	<b>U.1:</b> S15, S39  <b>U.1:</b> 34, 67, 69, 71, 72, 73, 75, 76, 77, 79, 80, 82; <b>U.2:</b> 354, 387, 463; <b>U.3:</b> 598, 631; <b>U.5:</b> 1084, 1117; <b>U.6:</b> 1250, 1283; <b>U.7:</b> 1494, 1527; <b>U.8:</b> 1736, 1769, 1812, 1845; <b>U.9:</b> 1980, 2013, 2056, 2089
<b>The student demonstrates an understanding of main idea.</b>		
<b>R1.5</b> Identify the main idea of a passage. E.B.1		
<b>The student demonstrates an understanding of main idea by</b>		
[K] 1.5.1 Identifying the most important idea of a text	Start Smart: Building a Foundation/Getting to Know Your Class Listening/Develop Comprehension, Details  Identify Main Idea and Details	<b>U.1:</b> S11, S12, S13, S36, S37, S38  <b>U.6:</b> 1238, 1246, 1275, 1291, 1292, 1298, 1299, 1314, 1322, 1323, 1324, 1326, 1351, 1367, 1368, 1374, 1375, 1400; <b>U.7:</b> 1482, 1490, 1491, 1519, 1535, 1536, 1542, 1543; <b>U.8:</b> 1735
<b>The student follows written directions.</b>		
<b>R1.6</b> Read and follow simple directions to complete a simple task. E.C.2		
<b>The student follows oral and written directions by</b>		
[K] 1.6.1 Following simple two-step oral directions to complete a task	Vocabulary: Time To Move!  Unit Opener Theme Project Science Activity	<b>U.2:</b> 279, 355; <b>U.3:</b> 511, 675  <b>U.4:</b> 738 <b>U.4:</b> 849
[K] 1.6.2 Following symbol or icon directions to complete a task	Computer Literacy  Leveled Practice	<b>U.1:</b> 238-239; <b>U.6:</b> 1454-1455  <b>U.1:</b> 239; <b>U.2:</b> 483; <b>U.4:</b> 969; <b>U.6:</b> 1455; <b>U.8:</b> 1941; <b>U.10:</b> 2427

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<b>The student analyzes content and structure of genres.</b>		
<b>R1.7</b> Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2		
<b>The student analyzes content and structure of genres by</b>		
[K] 1.7.1 Listening to and discussing fiction, non-fiction, and poetry	<p>Start Smart: Building a Foundation/Getting to Know Your Class ABC book, Fable, Folk Tales, Rhyming Story, Nursery Rhyme, Photo Essay</p> <p>Respond to Literature: Talk About It Share the Big Book, Reread the Big Book Informational Text Interactive Read Aloud Poetry Share the Trade Book, Reread the Trade Book</p> <p>Fables</p> <p>Fairy Tales</p> <p>Fantasy</p> <p>Folk Tales</p> <p>Legend</p> <p>Realistic Fiction</p> <p>Nonfiction ABC book</p>	<p><b>U.1:</b> S7, S8, S11, S16, S19, S20, S23, S24, S28, S32, S40, S44, S47, S48, S52, S55, S56, S64, S67, S68, S71, S72, S76</p> <p><b>U.1:</b> S7 S15, S31, S39 <b>U.1:</b> S19, S67 <b>U.1:</b> S23, S47, S71 <b>U.1:</b> S43 <b>U.1:</b> S55, S62</p> <p><b>U.1:</b> 52, 59; <b>U.2:</b> 296, 372; <b>U.3:</b> 540; <b>U.8:</b> 1820; <b>U.9:</b> 1988</p> <p><b>U.6:</b> 1457; <b>U.9:</b> 2074; <b>U.10:</b> 2392</p> <p><b>U.4:</b> 828; <b>U.7:</b> 1634; <b>U.9:</b> 2120; <b>U.10:</b> 2286</p> <p><b>U.1:</b> 128; <b>U.2:</b> 448; <b>U.3:</b> 616, 692; <b>U.4:</b> 858, 934; <b>U.5:</b> 1102, 1178; <b>U.6:</b> 1268, 1344; <b>U.7:</b> 1588, 1664; <b>U.8:</b> 1754, 1830, 1906; <b>U.9:</b> 1998; <b>U.10:</b> 2316</p> <p><b>U.6:</b> 1402, 1420; <b>U.7:</b> 1512</p> <p><b>U.6:</b> 1314; <b>U.9:</b> 2150</p> <p><b>U.5:</b> 1072</p>
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<i>Continued from previous page...</i>	Nonfiction Magazine Articles, <i>Time for Kids</i>	<b>U.1:</b> 194-195; <b>U.2:</b> 438-439; <b>U.3:</b> 682-683; <b>U.4:</b> 924-925; <b>U.5:</b> 1168-1169; <b>U.6:</b> 1410-1411; <b>U.7:</b> 1654-1655; <b>U.8:</b> 1896-1897; <b>U.9:</b> 2140-2141; <b>U.10:</b> 2382-2383
	Nonfiction Photo Essay	<b>U.1:</b> 118, 194; <b>U.2:</b> 286; <b>U.3:</b> 530, 682; <b>U.4:</b> 772, 924; <b>U.5:</b> 1016, 1168; <b>U.7:</b> 1578, 1654;; <b>U.8:</b> 1896
	Mother Goose Rhyming Poem	<b>U.4:</b> 750; <b>U.10:</b> 2238, 2360 <b>U.5:</b> 1092; <b>U.6:</b> 1334; <b>U.8:</b> 1744; <b>U.9:</b> 2064
	<u>Interactive Read Alouds:</u> (Genre: Fable, Folk Tale, Fiction, Nursery Rhyme, Legend, Realistic Fiction)	
	<i>The Bundle of Sticks</i>	<b>U.1:</b> 52
	<i>The Squeaky Old Bed</i>	<b>U.1:</b> 128
	<i>Jennifer Bing, Why Won't You Sing?</i>	<b>U.1:</b> 204
	<i>The City Mouse and the Country Mouse</i>	<b>U.2:</b> 296
	<i>The Lion and the Mouse</i>	<b>U.2:</b> 372
	<i>The Little Red Hen</i>	<b>U.2:</b> 448
	<i>The Turtle and the Rabbit</i>	<b>U.3:</b> 540
	<i>Timimoto</i>	<b>U.3:</b> 616
	<i>The Singing Wagon</i>	<b>U.3:</b> 692
	<i>The Goat in the Chile Patch</i>	<b>U.4:</b> 782
	<i>Grandfather Bear Is Hungry</i>	<b>U.4:</b> 858
	<i>The Soup Stone</i>	<b>U.4:</b> 934
	<i>The Three Little Kittens</i>	<b>U.5:</b> 1026
	<i>The Three Bears</i>	<b>U.5:</b> 1102
<i>Continued on next page...</i>	<i>The Coyote and the Turtle</i>	<b>U.5:</b> 1178

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	<i>The Black Cat</i>	<b>U.6:</b> 1268
	<i>Ms. Mouse Needs a Friend</i>	<b>U.6:</b> 1344
	<i>Why the Moon Is in the Sky</i>	<b>U.6:</b> 1420
	<i>The Frog and the Locust</i>	<b>U.7:</b> 1512
	<i>How Turtle Flew South for the Winter</i>	<b>U.7:</b> 1588
	<i>The Mitten</i>	<b>U.7:</b> 1664
	<i>The Sticky-Sticky Pine</i>	<b>U.8:</b> 1754
	<i>The Talking Vegetables</i>	<b>U.8:</b> 1830
	<i>The Rabbit and the Elephant</i>	<b>U.8:</b> 1906
	<i>The Elephant and the Bees</i>	<b>U.9:</b> 1998
	<i>The Fisherman and His Wife</i>	<b>U.9:</b> 2074
	<i>Tyler's Trip to the Library</i>	<b>U.9:</b> 2150
	<i>The Knee-High Man</i>	<b>U.10:</b> 2240
	<i>Ma Lien and the Magic Brush</i>	<b>U.10:</b> 2316
	<i>Jack and the Beanstalk</i>	<b>U.10:</b> 2392
Respond to Literature: Talk About It Share the Big Book, Reread the Big Book	<b>U.1:</b> 22, 98, 110; <b>U.2:</b> 278, 342, 353; <b>U.3:</b> 510, 522, 586, 598; <b>U.4:</b> 752, 764, 828, 840; <b>U.5:</b> 996, 1008, 1072, 1084	
Informational Text: Science, Social Studies	<b>U.1:</b> 119, 195; <b>U.2:</b> 287, 439; <b>U.3:</b> 531, 683; <b>U.4:</b> 773, 925; <b>U.5:</b> 1017, 1169; <b>U.6:</b> 1259	
Interactive Read Aloud	<b>U.1:</b> 52, 128, 204; <b>U.2:</b> 296, 372; <b>U.3:</b> 540, 616, 692; <b>U.4:</b> 858, 934; <b>U.5:</b> 1102; <b>U.6:</b> 1268, 1420	
Poetry	<b>U.1:</b> 43; <b>U.2:</b> 363; <b>U.3:</b> 607; <b>U.4:</b> 849; <b>U.5:</b> 1093	
Share the Trade Book, Reread the Trade Book	<b>U.1:</b> 174, 186; <b>U.2:</b> 418, 430; <b>U.3:</b> 662, 674; <b>U.4:</b> 904, 916; <b>U.5:</b> 1148, 1160	

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
[K] 1.7.2 Identifying use of rhyme in text	Start Smart: Building a Foundation/Getting to Know Your Class Reread the Trade Book: Recognize Rhyme  Poetry: Rhyme and Repetition, Rhyme/Rhyme Schemes, Rhythmic Patterns, Rhythm and Alliteration, Identify Rhyme	<b>U.1:</b> S59, S60  <b>U.1:</b> 42; <b>U.2:</b> 362; <b>U.3:</b> 606; <b>U.4:</b> 848; <b>U.5:</b> 1092; <b>U.8:</b> 1744; <b>U.9:</b> 2064
<b>The student analyzes literary elements and devices.</b>		
<b>R1.8</b> Identify and describe basic plot, main characters, and setting (time and place) in fiction. E.B.2		
<b>The student analyzes literary elements and devices by</b>		
[K] 1.8.1 Identifying the setting (where) and important characters of a story	Identify Setting          Identify Character	<b>U.1:</b> 98, 106, 107, 108, 109, 135, 152, 158, 184; <b>U.7:</b> 1558, 1566, 1567, 1568, 1569, 1595, 1611, 1612, 1618, 1619; <b>U.10:</b> 2362, 2370, 2371, 2372, 2373, 2399, 2415, 2416, 2422, 2423  <b>U.2:</b> 266, 274, 275, 276, 277, 303, 319, 320, 326, 327, 418, 427, 428, 429, 455, 471, 472, 478, 479; <b>U.3:</b> 521, 662, 670, 671, 674, 699, 715, 716, 722, 723; <b>U.4:</b> 916; <b>U.5:</b> 1006, 1148, 1157, 1158, 1159, 1185, 1202, 1208, 1209; <b>U.6:</b> 1325, 1400; <b>U.7:</b> 1645, 1646; <b>U.9:</b> 2128
<b>The student analyzes content of text to differentiate fact and opinion.</b>		
<b>R1.9</b> Express own opinions about texts. E.D.1		
<b>The student analyzes content of text to differentiate fact and opinion by</b>		
[K] 1.9.1 Expressing own opinion about material read/heard          <i>Continued on next page...</i>	Start Smart: Building a Foundation/Getting to Know Your Class Informational Text: <i>Signs in the Park, Your Five Senses</i> Share the Big Book: Listening Comprehension   Respond to Literature: Talk About It Share the Big Book, Reread the Big Book Informational Text	<b>U.1:</b> S19, S67 <b>U.1:</b> S31   <b>U.1:</b> S7 S15, S31, S39 <b>U.1:</b> S19, S67

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	<p>Informational Text: Big Book of Explorations: Science, Social Studies</p> <p>Reading Non-Fiction: Share the Big Book</p> <p>Respond to Literature: Talk About It Share the Big Book, Reread the Big Book</p> <p>Informational Text: Science, Social Studies</p> <p>Interactive Read Aloud</p> <p>Poetry</p>	<p><b>U.1:</b> 118-119, 194-195; <b>U.2:</b> 286-287, 438-439; <b>U.3:</b> 530-531, 682-683; <b>U.4:</b> 772-773, 924-925; <b>U.5:</b> 1016-1017, 1168-1169; <b>U.6:</b> 1258-1259, 1410-1411; <b>U.7:</b> 1578-1579, 1654-1655; <b>U.8:</b> 1896-1897; <b>U.9:</b> 2140-2141; <b>U.10:</b> 2306-2307, 2382-2383</p> <p><b>U.1:</b> 22; <b>U.2:</b> 342; <b>U.5:</b> 1072; <b>U.6:</b> 1238; <b>U.8:</b> 1724, 1800; <b>U.9:</b> 1968, 2044</p> <p><b>U.1:</b> 22; <b>U.2:</b> 342, 353; <b>U.3:</b> 586, 598; <b>U.5:</b> 1072, 1084</p> <p><b>U.1:</b> 119, 195; <b>U.2:</b> 287, 439; <b>U.3:</b> 531, 683; <b>U.4:</b> 773, 925; <b>U.5:</b> 1017, 1169; <b>U.6:</b> 1259</p> <p><b>U.1:</b> 52; <b>U.2:</b> 372; <b>U.3:</b> 616; <b>U.5:</b> 1102</p> <p><b>U.3:</b> 607</p>
<b>The student connects themes.</b>		
<b>R1.10</b> Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections. E.B.3		
<b>The student connects themes by</b>		
<b>[K] 1.10.1</b> Making relevant connections between text and personal experiences	<p>Start Smart: Building a Foundation/Getting to Know Your Class Oral Language: Access Prior knowledge</p> <p>Oral Language: Access Prior knowledge, Sing, Talk, Rhyme Chart</p>	<p><b>U.1:</b> S6, S10, S30, S54</p> <p><b>U.1:</b> 21, 97, 173; <b>U.2:</b> 265, 341, 417; <b>U.3:</b> 509, 585, 661; <b>U.4:</b> 751, 827, 903; <b>U.5:</b> 995, 1071, 1147; <b>U.6:</b> 1237, 1313, 1389; <b>U.7:</b> 1481, 1557, 1633; <b>U.8:</b> 1723, 1875; <b>U.9:</b> 1967, 2043, 2119; <b>U.10:</b> 2209, 2285, 2361</p>
<i>Continued on next page...</i>		

Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Reading Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<i>Continued from previous page...</i>	Make Connections Across Texts: ELL Access for All	<b>U.1:</b> 83; <b>U.2:</b> 402, 403, 478, 479; <b>U.4:</b> 812, 813, 888, 964, 965; <b>U.7:</b> 1695; <b>U.9:</b> 2180, 2181; <b>U.10:</b> 2423
<b>The student makes connections between cultural influences/events.</b>		
<b>R1.11</b> Identify basic cultural influences in texts. E.E.1		
<b>The student makes connections between cultural influences/events by</b>		
<b>[K] 1.11.1</b> Listening to and discussing stories representing various cultures and traditions (e.g., storytelling, read-alouds, songs)	<p>Start Smart: Building a Foundation/Getting to Know Your Class Listening Comprehension, Respond to Literature, Science Activity Listening Comprehension: Cultural Perspectives</p> <p><u>Some Examples:</u> <i>The Picnic at Apple Park</i> / Respond to Literature /Activity <i>Peter's Chair</i> / Respond to Literature /Activity</p> <p><i>Friends All Around</i> / Respond to Literature /Activity <i>Simon and Molly plus Hester</i> / Respond to Literature</p> <p><i>What Do You Know!</i> / Respond to Literature /Activity <i>Warthogs Paint: A Messy Color Book</i> / Listening Comprehension / Respond to Literature</p> <p>Cultural Perspectives: Big Book of Explorations, Interactive Read Aloud, Informational Text</p>	<p><b>U.1:</b> S7, S11, S15, S19, S23, S31, S35, S39, S43, S47, S55, S59, S62, S67, S71 <b>U.1:</b> S71</p> <p><b>U.1:</b> 106 <b>U.1:</b> 182</p> <p><b>U.2:</b> 350 <b>U.2:</b> 426</p> <p><b>U.10:</b> 2218 <b>U.10:</b> 2294</p> <p><b>U.1:</b> 42, 52, 128, 195, 204; <b>U.2:</b> 296, 352, 362, 372, 448; <b>U.3:</b> 521, 540, 595, 616, 692; <b>U.4:</b> 782, 848, 858, 914, 934; <b>U.5:</b> 1026, 1092, 1102, 1178; <b>U.6:</b> 1268, 1325, 1344, 1401, 1420; <b>U.7:</b> 1512, 1588, 1664; <b>U.8:</b> 1744, 1754, 1830, 1906; <b>U.9:</b> 1998, 2074, 2150; <b>U.10:</b> 2230, 2240, 2316, 2392</p>

\*Assumes a variety of text and increasing complexity

Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<b>The student writes about a topic.</b>		
<b>W1.1</b> a. Write complete sentences with a subject and a predicate. E.A.1 b. Write a paragraph with a topic sentence and supporting details. E.A.2 c. Write short stories or compositions with a beginning, middle, and end. E.A. 4		
<b>The student writes about a topic by</b>		
<b>[K] 1.1.1</b> Writing to express personal ideas using drawings, symbols, letters, or words	Start Smart: Building a Foundation/Getting to Know Your Class Write About It, Shared Writing: Complete Sentences  Write About It	<b>U.1:</b> S9, S17, S19, S21, S23, S25, S29, S33, S41, S43, S45, S47, S49, S53, S57, S65, S67, S69, S71, S73, S77  <b>U.1:</b> 27, 39, 43, 49, 52, 57, 63, 103, 115, 119, 125, 128, 133, 139, 179, 191, 195, 201, 204, 209, 215; <b>U.2:</b> 271, 283, 287, 293, 296, 301, 307, 347, 359, 363, 369, 372, 377, 383, 423, 435, 445, 448, 453, 459; <b>U.3:</b> 515, 527, 531, 537, 540, 545, 551, 591, 603, 607, 613, 616, 621, 627, 667, 679, 683, 689, 692, 697, 703; <b>U.4:</b> 757, 769, 773, 779, 782, 787, 793, 833, 845, 849, 855, 858, 863, 869, 909, 921, 925, 931, 934, 939, 945; <b>U.5:</b> 1001, 1013, 1017, 1023, 1026, 1031, 1037, 1077, 1089, 1093, 1099, 1102, 1107, 1113, 1153, 1165, 1169, 1175, 1178, 1183, 1189; <b>U.6:</b> 1243, 1255, 1259, 1265, 1268, 1273, 1279, 1319, 1331, 1335, 1341, 1344, 1349, 1355, 1395, 1407, 1411, 1417, 1420, 1425, 1431; <b>U.7:</b> 1487, 1499, 1503, 1509, 1512, 1517, 1523, 1563, 1575, 1579, 1585, 1588, 1593, 1599, 1639, 1651, 1655, 1661, 1664, 1669, 1675; <b>U.8:</b> 1729, 1741, 1745, 1751, 1754, 1759, 1765, 1805, 1817, 1821, 1827, 1830, 1835, 1841, 1881, 1893, 1897, 1903, 1906, 1911, 1917; <b>U.9:</b> 1973, 1985, 1989, 1995, 1998, 2003, 2009, 2049, 2061, 2065, 2071, 2074, 2079, 2085, 2125, 2137, 2141, 2147, 2150, 2155, 2161; <b>U.10:</b> 2215, 2227, 2231, 2237,
<i>Continued on next page...</i>		

Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><i>Continued from previous page...</i></p> <p><b>[K] 1.1.2</b> Dictating or writing words, phrases, or sentences related to a single topic</p>	<p>Interactive, Independent Writing: Sentences Literacy Workstations: Content Literacy, Word Work On Your Own Managing the Class: Writing</p>	<p>2240, 2245, 2251, 2291, 2303, 2307, 2313, 2316, 2321, 2327, 2367, 2379, 2383, 2389, 2392, 2397, 2403</p> <p><b>U.1:</b> 39, 115, 191; <b>U.2:</b> 283, 293, 301, 307, 339, 397, 415, 435, 445, 453, 459, 473; <b>U.3:</b> 527, 537, 545, 551, 565, 717; <b>U.4:</b> 749, 779, 793, 807, 824, 869, 901; <b>U.5:</b> 993, 1013, 1023, 1031, 1037, 1068, 1069, 1089, 1099, 1107, 1113, 1127, 1144, 1145, 1165, 1203; <b>U.6:</b> 1293, 1310, 1369, 1387, 1407, 1417, 1425, 1431, 1445; <b>U.7:</b> 1478, 1499, 1575, 1585, 1593, 1599, 1630, 1651, 1661, 1669, 1675, 1689; <b>U.8:</b> 1779, 1817, 1827, 1855, 1872; <b>U.9:</b> 1964, 1965, 1985, 2040, 2061, 2071, 2079, 2085, 2137, 2175; <b>U.10:</b> 2227, 2265, 2303, 2313, 2321, 2327, 2341, 2358, 2379, 2417</p>
	<p>Literacy Activities: Labels</p>	<p><b>U.2:</b> 263, 415; <b>U.4:</b> 900, 901; <b>U.5:</b> 1069; <b>U.6:</b> 1235; <b>U.7:</b> 1479, 1554, 1555; <b>U.8:</b> 1796; <b>U.9:</b> 2040, 2117; <b>U.10:</b> 2359</p>
	<p>On Your Own: Label</p>	<p><b>U.4:</b> 883, 959</p>
	<p>Start Smart: Building a Foundation/Getting to Know Your Class Shared Writing</p>	<p><b>U.1:</b> S9, S17, S21, S25, S29, S33, S41, S45, S49, S53, S57, S65, S69, S73, S77</p>
	<p>Shared Writing</p>	<p><b>U.1:</b> 27, 103, 179; <b>U.2:</b> 271, 347, 423; <b>U.3:</b> 515, 591, 667; <b>U.4:</b> 757, 833, 909; <b>U.5:</b> 1001, 1077, 1153; <b>U.6:</b> 1243, 1319, 1395; <b>U.7:</b> 1487, 1563, 1639; <b>U.8:</b> 1729, 1805, 1881; <b>U.9:</b> 1973, 2049, 2125; <b>U.10:</b> 2215, 2291, 2367</p>

Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<b>Student writes for a variety of purposes and audiences.</b>		
<b>W1.2</b> Write for a specific audience, including self, other children, parents, and other adults. E.A.4		
<b>The student writes for a variety of purposes and audiences by</b>		
<b>[K] 1.2.1</b> Writing to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences)	Prewrite	<b>U.1:</b> 49, 125, 201; <b>U.2:</b> 293, 369, 445;; <b>U.3:</b> 537, 613, 689; <b>U.4:</b> 779, 855, 931; <b>U.5:</b> 1023, 1099, 1175; <b>U.6:</b> 1265, 1341, 1417; <b>U.7:</b> 1509, 1585, 1661; <b>U.8:</b> 1751, 1827, 1903; <b>U.9:</b> 1995, 2071, 2147; <b>U.10:</b> 2237, 2313, 2389
<b>The student writes and edits using conventions of Standard English.</b>		
<b>W1.3</b> a. Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work. E.A.2 b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. E.A.5		
<b>The student writes and edits using conventions of Standard English by</b>		
<b>[K] 1.3.1</b> Writing first name with an initial capital and lowercase letters	Start Smart: Building a Foundation/Getting to Know Your Class Morning Message, Vocabulary: Names, Review Names  Phonics: Handwriting	<b>U.1:</b> S6, S17, S25, S29  <b>U.7:</b> 1638
<b>[K] 1.3.2</b> Writing and correcting formation of upper and lowercase letters	Start Smart: Building a Foundation/Getting to Know Your Class Letter Recognition  Phonics: Handwriting Concepts of Print	<b>U.1:</b> S8, S14, S16, S24, S28, S52, S72, S76  <b>U.1:</b> 26, 102, 108, 178; <b>U.2:</b> 270, 346, 422; <b>U.3:</b> 514, 590, 666; <b>U.4:</b> 756, 788, 832, 838, 908; <b>U.5:</b> 1000, 1076, 1152, 1154; <b>U.6:</b> 1236, 1242, 1247, 1318, 1394; <b>U.7:</b> 1486, 1562, 1638; <b>U.8:</b> 1728, 1804, 1880; <b>U.9:</b> 1972, 2048, 2124; <b>U.10:</b> 2214, 2290, 2366

Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<p><b>[K] 1.3.3</b> Demonstrating an understanding of the correspondence between writing and spoken words (e.g., dictation, reading back written work, shared writing)</p> <p><b>[K] 1.3.4</b> Using correct spatial orientation of words on a page (i.e., left to right; top to bottom)</p> <p><b>[K] 1.3.5</b> Correcting mistakes in end punctuation and capitalization with support (e.g., shared and interactive writing)</p> <p><b>[K] 1.3.6</b> Approximating legible handwriting (i.e., correct spacing, letter formation, and pencil grip)</p>	Start Smart: Building a Foundation/Getting to Know Your Class Shared Writing	<b>U.1:</b> S9, S17, S21, S25, S29, S33, S41, S45, S49, S53, S57, S65, S69, S73, S77
	Shared Writing	<b>U.1:</b> 27, 103, 179; <b>U.2:</b> 271, 347, 423; <b>U.3:</b> 515, 591, 667; <b>U.4:</b> 757, 833, 909; <b>U.5:</b> 1001, 1077, 1153; <b>U.6:</b> 1243, 1319, 1395; <b>U.7:</b> 1487, 1563, 1639; <b>U.8:</b> 1729, 1805, 1881; <b>U.9:</b> 1973, 2049, 2125; <b>U.10:</b> 2215, 2291, 2367
	Shared Writing, Independent Writing	<b>U.2:</b> 271; <b>U.9:</b> 2071, 2079; <b>U.10:</b> 2237, 2245
	Capitalization: Model Concepts of Print, Develop Comprehension	<b>U.1:</b> 108; <b>U.2:</b> 424; <b>U.4:</b> 763, 788, 834, 838, 839; <b>U.5:</b> 1090, 1154; <b>U.6:</b> 1236, 1320; <b>U.7:</b> 1652; <b>U.8:</b> 1722, 1760, 1818; <b>U.9:</b> 2118
	Ending Punctuation: Model Concepts of Print, Develop Comprehension - Question Marks, Periods, Exclamation Points	<b>U.5:</b> 1005, 1024, 1032, 1100; <b>U.6:</b> 1320; <b>U.7:</b> 1662; <b>U.8:</b> 1722, 1809, 1828, 1836, 1894; <b>U.9:</b> 2072; <b>U.10:</b> 2238, 2304
	Start Smart: Building a Foundation/Getting to Know Your Class Letter Recognition	<b>U.1:</b> S8, S14, S16, S24, S28, S52, S72, S76
Phonics: Handwriting Concepts of Print	<b>U.1:</b> 26, 102, 108, 178; <b>U.2:</b> 270, 346, 422; <b>U.3:</b> 514, 590, 666; <b>U.4:</b> 756, 788, 832, 838, 908; <b>U.5:</b> 1000, 1076, 1152, 1154; <b>U.6:</b> 1236, 1242, 1247, 1318, 1394; <b>U.7:</b> 1486, 1562, 1638; <b>U.8:</b> 1728, 1804, 1880; <b>U.9:</b> 1972, 2048, 2124; <b>U.10:</b> 2214, 2290, 2366	
Shared Writing, Independent Writing	<b>U.2:</b> 271; <b>U.9:</b> 2071, 2079; <b>U.10:</b> 2237, 2245	

Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	Correlation of the Macmillan/McGraw-Hill Reading Program to Alaska Essential Reading Performance Standards and Grade Level Expectations for Writing Kindergarten	
	Teacher's Edition Reading Selections, Lessons, or Activities	Teacher's Edition Page Numbers
<b>The student revises writing.</b>		
<b>W1.4</b> a. Revise writing for detail and clarity. E.A.5 b. Provide appropriate feedback to peers about written work. E.A.8		
<b>The student revises writing by</b>		
<b>[K] 1.4.1</b> Verbally sharing clarifying or added details about pictures and writing with support	Revise and Edit	<b>U.1:</b> 57, 133, 209; <b>U.2:</b> 301, 377, 453; <b>U.3:</b> 545, 621, 697; <b>U.4:</b> 787, 863, 939; <b>U.5:</b> 1031, 1107, 1183; <b>U.6:</b> 1273, 1349, 1425; <b>U.7:</b> 1517, 1593, 1669; <b>U.8:</b> 1759, 1835, 1911; <b>U.9:</b> 2003, 2079, 2155; <b>U.10:</b> 2245, 2321, 2397
<b>[K] 1.4.2</b> Sharing own writing (e.g., stories, pictures, ideas) and responding appropriately to feedback from others (e.g., "Thank you," "I like that part, too.")	Cooperative Learning	<b>U.1:</b> 57, 133, 209; <b>U.2:</b> 301, 377, 453; <b>U.3:</b> 545, 621, 697; <b>U.4:</b> 787, 863, 939; <b>U.5:</b> 1031, 1107, 1183; <b>U.6:</b> 1273, 1349, 1425; <b>U.7:</b> 1517, 1593, 1669; <b>U.8:</b> 1759, 1835, 1911; <b>U.9:</b> 2003, 2079, 2155; <b>U.10:</b> 2245, 2321, 2397
<b>The student documents sources.</b>		
<b>W1.5</b> List titles and authors of books and other materials when used as references in written work. E.D.3		
<b>The student documents sources by</b>		
<b>[K] 1.5.1</b> Identifying sources of oral and written information (e.g., people, movies, books, etc.)	Opportunities to address: Research and Inquiry: Theme Project, Theme Project Wrap-Up  Independent Writing: Weather Report	Opportunities to address: <b>U.1:</b> 8, 240; <b>U.2:</b> 252, 484; <b>U.3:</b> 496, 726; <b>U.4:</b> 738, 970; <b>U.5:</b> 982, 1212; <b>U.6:</b> 1224, 1456; <b>U.7:</b> 1468, 1698; <b>U.8:</b> 1710, 1942; <b>U.9:</b> 1954, 2184; <b>U.10:</b> 2196, 2428  <b>U.7:</b> 1509, 1517, 1523
<b>The student uses resources.</b>		
<b>No Grade Level Expectations at this grade level.</b>		