

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

| Kindergarten • Common Core State Standards | Everyday Literacy® • Kindergarten |
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| <p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. | <p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p> |
| <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | <p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p> |
| <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p> |
| <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. | <p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in <i>Everyday Literacy</i>.</p> |
| <p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | <p>Material in <i>Everyday Literacy</i> is designed and intended for whole-class instruction. A Teaching Card accompanies each piece of realia and offers valuable guidance for teachers on how to prompt and support students in their exploration of the materials. Every Teaching Card includes an extensive “Discuss the Features” page outlining a detailed class discussion of text features, vocabulary, and ideas presented in the text. In this instruction students ask and answer questions about significant details in the realia texts.</p> <p>TC <i>My World: A First Picture Dictionary</i> p.2 (encouraging students to examine the illustrations in detail and to match pictures to guideword pictures).</p> <p>TC <i>Time to Blast Off!</i> p. 1-2 (helping students identify what, where, when, who and why on an invitation).</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 1-2 (identifying title, materials and steps on chart).</p> <p>TC <i>C.J. Toy Street</i> p.2 (finding item number and price for items in a catalog).</p> <p>TC <i>A Guide to Dogs</i> p. 2 (exploring types of information provided for each dog:</p> |

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

Kindergarten • Common Core State Standards

Everyday Literacy® • Kindergarten

behavior, fur, size, and fun facts)
 TC *Children’s Discovery Museum* p. 2 (examining pictures and accompanying text).
 TC *Meet the Safety Helpers* p. 2 (examining the parts of the magazine article, including deck, text, and pictures).
 TC *Community Helpers Lotto* p. 2 (discussion of the elements of game instructions).
 TC *Mother Goose Restaurant* p. 2 (students explore elements of a menu, including courses, item descriptions, and prices).
 TC *Emily Elizabeth Goes to School* p. 2 (students explore each element of a webpage).

Within “Discuss the Features” instruction students are guided to identify the main topic and key details.
 TC *My World: A First Picture Dictionary* p.2 (leading a discussion of details on the Library page to help students reach the conclusion that a picture dictionary is designed to teach new vocabulary).
 TC *Time to Blast Off* p.1 (identifying an invitation as a way to ask other to join the fun); p.2 (locating party location, date and time on an invitation).
 TC *How to Make a Bird Feeder/What Birds Do You See?* p. 1-2 (exploring why someone would want to make a bird feeder and the necessary materials and steps).
 TC *C.J. Toy Street* p. 1-2 (explaining that a catalog is designed to encourage purchases).
 TC *A Guide to Dogs* p. 2 (students realize that each page contain similar types of information on a different breed of dog).
 TC *Children’s Discovery Museum* p. 2 (helping children realize that museum advertisement is designed to increase museum visitation).
 TC *Meet the Safety Helpers* p. 2 (helping students understand that magazine article is designed to convey information on a particular topic).
 TC *Community Helpers Lotto* p. 2 (concluding that good game instructions make learning a new game fun and easy).
 TC *Mother Goose Restaurant* p. 1 (menu offers complete list of foods and drinks offered by a restaurant).

“Discuss the Features” instruction supports students in their efforts to make connections using the text.
 TC *My World: A First Picture Dictionary* p.2 (matching the smaller guide pictures at the bottom of each page with the larger picture in the illustration).
 TC *Time to Blast Off* p.2 (exploring why a map is included on the back of the invitation).
 TC *How to Make a Bird Feeder/What Birds Do You See?* p. 2 (sequential steps in a process).
 TC *C.J. Toy Street* p.2 (connecting item number, price and product description for items

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

Kindergarten • Common Core State Standards

Everyday Literacy® • Kindergarten

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| | <p>in a catalog). TC <i>A Guide to Dogs</i> p. 2 (students realize that each page contain similar types of information on a different breed of dog). TC <i>Children’s Discovery Museum</i> p. 2 (understanding why museum hours and address are provided). TC <i>Meet the Safety Helpers</i> p. 2 (people profiled have different jobs, but are all safety helpers). TC <i>Community Helpers Lotto</i> p. 2 (all the elements of the instructions work together to make learning a new game fun and easy). TC <i>Mother Goose Restaurant</i> p. 2 (discussing which side dishes might be ordered with a main course). TC <i>Emily Elizabeth Goes to School</i> p. 2 (explaining how Begin button takes the student to a new screen).</p> |
| <p>Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> | <p>The <i>Everyday Literacy</i> real-world nonfiction texts are designed to help students understand the form and function of everyday, informational texts. The Teaching Cards assist teachers in guiding discussion of unknown words encountered in the realia. TC <i>My World: A First Picture Dictionary</i> p.2 (leading a discussion of the relationship between pictures and words in the picture dictionary). TC <i>Time to Blast Off</i> p.2 (explaining that RSVP means please respond). TC <i>C.J. Toy Street</i> p.2 (defining Order Form). TC <i>A Guide to Dogs</i> p. 2 (defining Purebred). TC <i>Meet the Safety Helpers</i> p. 2 (pointing out text box & picture defining “sunscreen”). TC <i>Mother Goose Restaurant</i> p. 2 (discussing what “healthy choice” means on a menu). TC <i>Emily Elizabeth Goes to School</i> p. 2 (defining “Student Activities”).</p> <p>The materials comprising the <i>Everyday Literacy</i> program represent complex, discontinuous, real-world texts. Students are encouraged to explore the material and identify its component features. TC <i>My World: A First Picture Dictionary</i> p.1 (have students look at cover photo while teacher reads title aloud). TC <i>Time to Blast Off</i> p.2 (importance of the map included on the reverse side of the invitation). TC <i>A Guide to Dogs</i> p. 1 (have students look at cover photo while teacher reads title aloud).</p> <p>Students learn that informational texts also have authors and illustrators. TC <i>My World: A First Picture Dictionary</i> p.1 (“Remind children that writers chose the words and artists drew the pictures for this picture dictionary.”) TC <i>C.J. Toy Street</i> p. 1 (“Tell children that photographers took the pictures and writers</p> |

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

| Kindergarten • Common Core State Standards | Everyday Literacy® • Kindergarten |
|--|---|
| | <p>wrote the words” in the catalog). TC <i>A Guide to Dogs</i> p. 1 (“Remind children that writers chose the words and artists chose the photographs and pictures for this guidebook.”) TC <i>Children’s Discovery Museum</i> p. 1 (“Tell children that writers chose the words and artists chose the pictures” in the advertisement). TC <i>Meet the Safety Helpers</i> p. 1 (“Tell children that writers write magazine articles for people to look at and read, and artists choose the pictures to go with the words.”). TC <i>Mother Goose Restaurant</i> p. 1 (“Tell children that artists made the pictures and writers wrote the words” on the menu).</p> |
| <p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>The <i>Everyday Literacy</i> program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. The program encourages students to think critically about the material they are examining and to identify its fundamental purpose. Illustrations and/or photographs are critical elements of each piece of <i>Everyday Literacy</i> realia and students are directed to examine the relationship between the illustrations and the accompanying text. TC <i>My World: A First Picture Dictionary</i> p.2 (relationship between pictures and words in the picture dictionary). TC <i>Time to Blast Off</i> p.2 (map provides directions to the party). TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 2 (describing how picture illustrates each step in the process). TC <i>C.J. Toy Street</i> p.2 (matching photo of item with price, item number, and description). TC <i>A Guide to Dogs</i> p. 2 (relationship between dog pictured and name of dog breed). <i>A Guide to Dogs</i> p. 4-8 (illustrations of each breed along with text describing the breed). TC <i>Children’s Discovery Museum</i> p. 2 (understanding relationship between activities pictured and activity descriptions). TC <i>Meet the Safety Helpers</i> p. 2 (each safety helper is pictured and described). TC <i>Emily Elizabeth Goes to School</i> p. 2 (explaining that illustrations on a webpage can be interactive).</p> <p>Each grade-level set of <i>Everyday Literacy</i> materials includes several examples of persuasive writing, such as advertisements and catalogs. The direct instruction engages students in determining the author purpose to have included particular information. TC <i>Time to Blast Off</i> p.2 (examining why it is important to know both when a party begins and when it end). TC <i>C.J. Toy Street</i> p.2 (explaining that some words are used to make products sound more fun).</p> |

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

| Kindergarten • Common Core State Standards | Everyday Literacy® • Kindergarten |
|---|--|
| | <p>TC <i>Children’s Discovery Museum</i> p. 2 (understanding that activities are pictured and described in order to entice potential visitors).</p> <p>The ten distinct items in each <i>Everyday Literacy</i> grade-level collection are thematically linked. This provides opportunities for students to examine multiple texts on the same topic and explore their similarities and differences.</p> <p><i>How to Make a Bird Feeder/What Birds Do You See?</i> presents student with two charts: one describing the steps necessary to construct a bird feeder and the other describing several bird species and where they are found in the United States. Through the “Discuss the Features” activities on the Teaching Card, students are helped to understand the difference between a procedural chart and an information chart.</p> <p>The magazine article <i>Meet the Safety Helpers</i> and the game/directions <i>Community Helpers Lotto</i> both explore adults who work in the community. Students will be able to compare and contrast the information provided in the two very different formats.</p> |
| <p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p> | <p>The <i>Everyday Literacy</i> materials are not leveled because the program is specifically designed for whole-class, whole-group instruction. Teachers and students delve into each piece of realia together and explore inquiry-based questions to reinforce important ideas and critical vocabulary. The following texts comprise the kindergarten level:</p> <p><i>My World: A First Picture Dictionary</i> (illustrated dictionary) <i>Time to Blast Off!</i> (birthday party invitation) <i>How to Make a Bird Feeder/What Birds Do You See?</i> (charts) <i>C.J. Toy Street</i> (catalog). <i>A Guide to Dogs</i> (guidebook) <i>Children’s Discovery Museum</i> (advertisement) <i>Meet the Safety Helpers</i> (magazine article) <i>Community Helpers Lotto</i> (game instructions) <i>Mother Goose Restaurant</i> (menu) <i>Emily Elizabeth Goes to School</i> (webpage)</p> |
| <p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p>Teachers use the <i>Everyday Literacy</i> realia to reinforce the consistency of print concepts. All the realia is consistently read from left to right, top to bottom and page by page. Words are separated by spaces in print and in realia specific features are exaggerated. See for example: TC <i>Time to Blast Off</i> p.2 (children locate the words at the top of the invitation ‘You Are Invited’) TC <i>A Guide to Dogs</i> p. 1 (Students identify the cover and read the title.) TC <i>Children’s Discovery Museum</i> p. 2 (Students focus on features of print as they build an ad.)</p> |

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

| Kindergarten • Common Core State Standards | Everyday Literacy® • Kindergarten |
|--|---|
| | TC <i>Community Helpers Lotto</i> p. 2 (Focus on sentences and in this realia why sentences begin with numbers.) |
| Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <i>Focused instruction unavailable.</i> |
| Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. | <i>Focused instruction unavailable.</i> |
| Fluency 4. Read emergent-reader texts with purpose and understanding. | Students at the K-2 level are not expected to read the <i>Everyday Literacy</i> texts on their own. The materials are not leveled and are intended for whole-class instruction. In addition, the texts are discontinuous and not meant to be read word-for-word. However, with appropriate instruction and scaffolding, students will use this program to gain essential understand of the types of real-world texts they encounter in their everyday lives. |
| Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | The Extension Activities on every Teaching Card include writing activities in which students demonstrate their understanding and command of the conventions of English. Students use capitalization, punctuation, sentence formation, labeling, appropriate vocabulary. See the Extension Activities feature on every Teaching Card, page 3.â |
| Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships | <i>Everyday Literacy</i> materials are non-fiction texts that students encounter in everyday life. These realia contain new vocabulary. The first page of each Teaching Card includes an “Academic Vocabulary” section and subsequent pages of the Teaching Card help the teacher initiate class discussion about new vocabulary. Students are encouraged to determine the meaning of new vocabulary based on the text and illustrations of the <i>Everyday Literacy</i> realia. TC <i>My World: A First Picture Dictionary</i> p. 2 (exploring guidewords using larger |

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

| Kindergarten • Common Core State Standards | Everyday Literacy® • Kindergarten |
|---|---|
| <p>and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>illustrations). TC <i>A Guide to Dogs</i> p.2 (explaining meaning of purebred and behavior as they relate to dogs). TC <i>Children’s Discovery Museum</i> p. 3 (explaining that “to discover” means “to find”). TC <i>Meet the Safety Helpers</i> p. 2 (demonstrating that vocabulary words are printed in darker type and pictured in boxes below the main text). TC <i>Emily Elizabeth Goes to School</i> p. 2 (demonstrating how “next” will take a student to a new part of the website). Nuances in word relationships and meaning are explored through class discussion. TC <i>Mother Goose Restaurant</i> p. 3 (working in groups, students sort pictures of breakfast items into food and drink categories). Students are encouraged to use their new vocabulary through Writing Activities, Cooperative Learning, and other Extension Activities outlined on each Teaching Card. TC <i>My World: A First Picture Dictionary</i> p.3 (students create flashcards to illustrate vocabulary word from the Picture Dictionary; in a game format, students match dictionary pictures to vocabulary word called out by the teacher). TC <i>A Guide to Dogs</i> p. 3 (students draw a dog and label it with three descriptive words based on those in the guidebook). TC <i>Children’s Discovery Museum</i> p. 3 (students give one reason they would like to visit the Children’s Discovery Museum). TC <i>Meet the Safety Helpers</i> p. 3 (students review the vocabulary words from the article and create their own vocabulary word boxes). TC <i>Mother Goose Restaurant</i> p. 3 (students make their own menus using the following categories: Main Dishes, Sides, Beverages, Desserts).</p> |
| <p>Writing Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> | <p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. Most of the Teaching Cards include Writing Activities prompting students to express opinions about the associated realia. TC <i>C.J. Toy Street</i> p.3 (students draw a picture illustrating what they think C.J. Toy Street would look like as a store and label the items for sale). TC <i>Children’s Discovery Museum</i> p. 3 (students create their own ad for a visit to a farm and discuss the reasons they chose). TC <i>Meet the Safety Helpers</i> p. 3 (students act as editors and suggest ideas the author could add to the article on safety helpers). The Teaching Card provided with each piece of <i>Everyday Literacy</i> realia includes a suggestion for a Writing Activity designed to encourage students to produce their own informational/explanatory text. TC <i>My World: A First Picture Dictionary</i> p.3 (students create flashcards with picture</p> |

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

| Kindergarten • Common Core State Standards | Everyday Literacy® • Kindergarten |
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| | <p>and words).</p> <p>TC <i>Time to Blast Off!</i> p.3 (students create illustrated invitation to classroom event; as a class, students participate in creating classroom map).</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (students create an illustrated chart explaining how to brush teeth).</p> <p>TC <i>A Guide to Dogs</i> p. 3 (students draw a dog and label it with three descriptive words).</p> <p>TC <i>Children’s Discovery Museum</i> p. 3 (students create their own ad for a visit to a farm).</p> <p>TC <i>Meet the Safety Helpers</i> p. 3 (students create their own magazine article about Police Officer Burke).</p> <p>TC <i>Community Helpers Lotto</i> p.3 (students draw six new game cards for the Community Helpers Lotto game).</p> <p>TC <i>Mother Goose Restaurant</i> p. 3 (students create their own menu for a restaurant).</p> <p>TC <i>Emily Elizabeth Goes to School</i> p. 3(students illustrate the first page of an Internet game screen and label the screen with a storybook character name).</p> <p>Several pieces of realia in each <i>Everyday Literacy</i> collection are procedural texts which, by their nature, encourage students to consider the importance of ordering events.</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (students create an illustrated chart explaining how to brush teeth).</p> <p>TC <i>Community Helpers Lotto</i> p. 3 (students draw pictures to illustrate everything needed to set up the Community Helpers Lotto game).</p> |
| <p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>The Writing Activities provided on the Teaching Cards include opportunities to for students to discuss and reflect upon their writing.</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (after creating an illustrated chart explaining how to brush teeth, students discuss what happens if steps are not followed in order).</p> <p>TC <i>Meet the Safety Helpers</i> p. 3 (students draw detailed picture of children following Park Ranger Taylor’s advice and check each other’s drawings for details).</p> <p>TC <i>Community Helpers Lotto</i> (after illustrating the items needed to set up the Community Helpers Lotto game, students work with a partner to determine what is missing and add those elements).</p> |
| <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p> | <p>The <i>Everyday Literacy</i> program is designed to shed critical light on the kinds of texts students will encounter in their daily lives. For that reason, Information Literacy and real-world Connections are essential features of the program.</p> <p>The Teaching Cards suggest activities for shared research and writing projects.</p> <p>TC <i>My World: A First Picture Dictionary</i> p. 3 (asking students for suggestions of other places to include in the picture dictionary and making a new spread modeled after the</p> |

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Kindergarten • Common Core State Standards

Everyday Literacy® • Kindergarten

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| | <p>ones in the book).</p> <p>TC <i>Time to Blast Off!</i> p.3 (students participate in creating classroom map).</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (in groups of four, students identify and pantomime steps for making a sandwich).</p> <p>TC <i>C.J. Toy Street</i> p. 2 (class participates as a group in completing a sample Order Form).</p> <p>TC <i>A Guide to Dogs</i> p. 2-3 (students work as a class to classify dog breeds according to size).</p> <p>TC <i>Children’s Discovery Museum</i> p. 3 (students create ad for a visit to a farm).</p> <p>TC <i>Meet the Safety Helpers</i> p. 3 (students create magazine article about Police Officer Burke).</p> <p>TC <i>Mother Goose Restaurant</i> p. 3(students work in groups to select a favorite breakfast drink and food).</p> <p>The Teaching Cards also offer opportunities for students to make Connections between their lives and the information presented in the texts.</p> <p>TC <i>My World: A First Picture Dictionary</i> p. 2 (group discussion of other libraries students have visited and similarities and differences to library pictured in the text).</p> <p>TC <i>Time to Blast Off!</i> p.2 (students examine party invitation and determine whether they would want to attend the birthday party).</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (students create an illustrated chart explaining how to brush teeth and discuss consequences if steps are not followed in order).</p> <p>TC <i>C.J. Toy Street</i> p.1 (students share ideas about how their family finds and purchases toys).</p> <p>TC <i>A Guide to Dogs</i> p. 3 (during a class discussion, students distinguish between names of dog breed and individual names given to pets).</p> <p>TC <i>Children’s Discovery Museum</i> p. 2 (students brainstorm names of farm animals and reasons to visit a farm).</p> <p>TC <i>Meet the Safety Helpers</i> p. 3 (students discuss why it is important to follow safety rules).</p> <p>TC <i>Community Helpers Lotto</i> p. 1 (students share what they know about the roles of community helpers).</p> <p>TC <i>Mother Goose Restaurant</i> p. 1 (students discuss their breakfast preferences and whether these foods are also eaten at lunch and dinner).</p> <p>TC <i>Emily Elizabeth Goes to School</i> p. 3 (students discuss ways to use the Internet).</p> |
| <p>Range of Writing 10. (Begins in grade 3)</p> | <p><i>Begins at grade 3.</i></p> |

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

Speaking & Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

The *Everyday Literacy* program is a highly interactive program. Each Teaching Card opens with a “Talk About...” feature engaging students in discussion and conversation about topics related to the realia being introduced. Students make and share connections opening every lesson.

Each *Everyday Literacy* Teaching Card contains extension activities for students to enjoy independently, with partners, or in small groups.

The Teaching Cards include “Cooperative Learning” and “Apply the Learning” activities designed to reinforce the lesson as the students work in pairs or small groups.

TC *My World: A First Picture Dictionary* p. 3 (students distinguish between things found and not found at a fire station; students work in pairs to identify pictures in the “At the Supermarket” spread).

TC *Time to Blast Off!* p.3 (students work in pairs to identify places on a map).

TC *How to Make a Bird Feeder/What Birds Do You See?* p. 3 (in groups of four, students identify and pantomime steps for making a sandwich).

TC *C.J. Toy Street* p. 3 (students work in teams to identify pictures in the catalog).

TC *A Guide to Dogs* p. 3 (students work in groups to identify their favorite dog and explain the reasons for their choice).

TC *Children’s Discovery Museum* p. 2 (students brainstorm names of farm animals and reasons to visit a farm).

TC *Meet the Safety Helpers* p. 3 (students discuss why it is important to follow safety rules).

TC *Community Helpers Lotto* p. 1 (students share what they know about the roles of community helpers).

TC *Mother Goose Restaurant* p. 3 (students work in a group with pictures of breakfast food and drinks to determine a favorite).

TC *Emily Elizabeth Goes to School* p. 3 (working in groups, the group leader gives coloring directions to follow in order to complete a coloring page).

Each Teaching Card includes a full-page of “Discuss the Features” instruction. As the teacher locates and reads aloud each labeled feature, students are encouraged to ask and answer questions and make connections to their own experience.

TC *My World: A First Picture Dictionary* p. 2 (answering questions about pictures presented in the text and similar experiences from their own lives).

TC *Time to Blast Off!* p. 2 (answering questions by identifying information provided in Where and When features of an invitation).

TC *How to Make a Bird Feeder/What Birds Do You See?* p. 2 (students answer questions about illustrated steps in birdfeeder construction).

TC *C.J. Toy Street* p. 2 (students share whether the catalog made them want to purchase toys and why).

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

TC *A Guide to Dogs* p. 2 (students predict what information will be included under each subheading).

TC *Children's Discovery Museum* p. 2 (students answer questions about why particular information is included in the ad).

TC *Meet the Safety Helpers* p. 2 (after reading the article, students discuss what they learned about safety helpers).

TC *Community Helpers Lotto* p. 2 (students ask and answer questions about the elements of the game instructions).

TC *Mother Goose Restaurant* p. 2 (students answer questions about elements of a breakfast menu).

TC *Emily Elizabeth Goes to School* p. 2 (students ask and answer questions about illustrations on webpage).

Each *Everyday Literacy* Teaching Card contains extension activities for students to enjoy independently, with partners, or in small groups.

The Teaching Cards include “Cooperative Learning” and “Apply the Learning” activities designed to reinforce the lesson as the students work in pairs or small groups.

TC *My World: A First Picture Dictionary* p. 3 (students distinguish between things found and not found at a fire station; students work in pairs to identify pictures in the “At the Supermarket” spread).

TC *Time to Blast Off!* p.3 (students work in pairs to identify places on a map).

TC *How to Make a Bird Feeder/What Birds Do You See?* p. 3 (in groups of four, students identify and pantomime steps for making a sandwich).

TC *C.J. Toy Street* p. 3 (students work in teams to identify pictures in the catalog).

TC *A Guide to Dogs* p. 3 (students work in groups to identify their favorite dog and explain the reasons for their choice).

TC *Children's Discovery Museum* p. 2 (students brainstorm names of farm animals and reasons to visit a farm).

TC *Meet the Safety Helpers* p. 3 (students discuss why it is important to follow safety rules).

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TC *Mother Goose Restaurant* p. 3 (students work in a group with pictures of breakfast food and drinks to determine a favorite).

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**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
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| <p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>Each <i>Everyday Literacy</i> Teaching Card contains extension activities for students, including both Writing Activities and Cooperative Learning experiences. The <i>Everyday Literacy</i> program consists of the kinds of texts that students will encounter in their daily lives. This emphasis on familiar types of texts encourages students to make connections to their own experience.</p> <p>TC <i>My World: A First Picture Dictionary</i> p.2 (group discussion comparing libraries students have visited with library pictured in the text).</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (students create an illustrated chart explaining how to brush teeth).</p> <p>TC <i>A Guide to Dogs</i> p.3 (students brainstorm pet names).</p> <p>TC <i>Children's Discovery Museum</i> p. 2 (students brainstorm names of farm animals and reasons to visit a farm).</p> <p>TC <i>Meet the Safety Helpers</i> p. 2 (students brainstorm safety tips from Firefighter Reed).</p> <p>TC <i>Community Helpers Lotto</i> p. 1 (students share what they know about the roles of community helpers).</p> <p>TC <i>Mother Goose Restaurant</i> p. 3 (students create their own restaurant menu).</p> <p>TC <i>Emily Elizabeth Goes to School</i> p. 1 (students discuss ways their family uses the internet).</p> <p>Students are encouraged to demonstrate their mastery of the material through both oral and written means, including drawings and other visual displays.</p> <p>TC <i>Time to Blast Off!</i> p.3 (students create an illustrated invitation to a classroom event).</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (students create an illustrated chart explaining how to brush teeth).</p> <p>TC <i>C.J. Toy Street</i> p. 3 (students draw a picture illustrating what they think C.J. Toy Street would look like as a store and label the items for sale).</p> <p>TC <i>A Guide to Dogs</i> p. 3 (students draw a dog and label it with three descriptive words).</p> <p>TC <i>Children's Discovery Museum</i> p. 3 (students create an ad for a visit a farm).</p> <p>TC <i>Meet the Safety Helpers</i> p. 3 (students create illustrated vocabulary word boxes).</p> <p>TC <i>Community Helpers Lotto</i> p. 3 (students draw pictures of community helpers not included in the game).</p> <p>TC <i>Mother Goose Restaurant</i> p. 3 (students illustrate their menu with pictures of items to be served in the restaurant).</p> <p>TC <i>Emily Elizabeth Goes to School</i> p. 3 (students create an illustrated initial webpage using a favorite storybook character).</p> <p>The Information Literacy activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students' understanding.</p> |
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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN**

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| | <p>TC <i>My World: A First Picture Dictionary</i> p. 2 (group discussion comparing libraries students have visited with library pictured in the text).</p> <p>TC <i>Time to Blast Off!</i> p. 2 (students express opinions about attending the birthday party).</p> <p>TC <i>How to Make a Bird Feeder/What Birds Do You See?</i> p. 3 (students discuss occupations that require following prescribed steps).</p> <p>TC <i>C.J. Toy Street</i> p. 3 (students discuss whether they would like to order items from the catalog and why).</p> <p>TC <i>A Guide to Dogs</i> p. 3 (class discussion brainstorming names for pets).</p> <p>TC <i>Children's Discovery Museum</i> p. 2 (students brainstorm names of farm animals and reasons to visit a farm).</p> <p>TC <i>Meet the Safety Helpers</i> p. 2 (students brainstorm safety tips from Firefighter Reed).</p> <p>TC <i>Community Helpers Lotto</i> p. 1 (students share what they know about the roles of community helpers).</p> <p>TC <i>Mother Goose Restaurant</i> p. 1 (students share their breakfast preferences).</p> <p>TC <i>Emily Elizabeth Goes to School</i> p. 3 (students discuss ways to use the Internet safely).</p> |
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