

Louisiana Department of Education  
English Language Arts  
Correlation to  
Grade Level Expectations

**WRITE SOURCE**  
**Kindergarten Correlation Document**



Great Source Education Group  
A division of Houghton Mifflin Harcourt Publishing Company  
Write Source  
English Language Arts/Writing, Composition and Grammar  
Grade K


Book Title: Write Source Grade Level: K

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|   | TO BE COMPLETED BY PUBLISHER   | FOR COMMITTEE MEMBER USE ONLY  |
|---|--|--|
| GRADE LEVEL EXPECTATIONS  | CORRELATION NOTATIONS  |  if the content of the text material is sufficient to allow students to adequately meet the GLE.. |
| <b>Reading and Responding - Standard 1</b>  |  |  |
| 1. Demonstrate understanding of phonemic awareness by doing the following:  |  |  |
| <ul style="list-style-type: none"> <li>○ creating rhyming words</li> </ul>  | <b>Pupil Edition:</b> 18<br><b>Teacher's Edition:</b> 16-17<br><b>Big Book:</b> 11<br><b>Interactive Writing Skills CD-ROM:</b> Words: Rhyming Words     |  |
| <ul style="list-style-type: none"> <li>○ demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen</li> </ul> | <b>Pupil Edition:</b> 8<br><b>Teacher's Edition:</b> 6-7<br><b>Big Book:</b> 6   |  |
| <ul style="list-style-type: none"> <li>○ identifying when words begin with the same sound</li> </ul>  |  |  |
| <ul style="list-style-type: none"> <li>○ listening to three sounds (phonemes) and recognizing that two are the same</li> </ul>  | <b>Pupil Edition:</b> 8<br><b>Teacher's Edition:</b> 6-7<br><b>Big Book:</b> 6   |  |
| <ul style="list-style-type: none"> <li>○ listening to and deleting or adding a beginning, a middle, or a final sound to a word</li> </ul>   | <b>Pupil Edition:</b> 18<br><b>Teacher's Edition:</b> 16-17<br><b>Big Book:</b> 11<br><b>Interactive Writing Skills CD-ROM:</b> Words: Beginning Letters |  |


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| <ul style="list-style-type: none"> <li>○ orally segmenting individual sounds (phonemes) in words that have two to five sounds</li> </ul> | <b>Pupil Edition:</b> 8<br><b>Teacher's Edition:</b> 6-7<br><b>Big Book:</b> 6   |  |
| <ul style="list-style-type: none"> <li>○ isolating and saying the beginning and final sounds (phonemes) of a spoken word</li> </ul>      | <b>Pupil Edition:</b> 6, 8, 18<br><b>Teacher's Edition:</b> 4-5, 6-7, 16-17<br><b>Big Book:</b> 5, 6, 11   |  |
| <ul style="list-style-type: none"> <li>○ clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)</li> </ul>       |  |  |
| 2. Demonstrate understanding of alphabetic principle by doing the following:   |  |  |
| <ul style="list-style-type: none"> <li>○ distinguishing and naming all uppercase and lowercase letters</li> </ul>                        | <b>Pupil Edition:</b> 6<br><b>Teacher's Edition:</b> 4-5<br><b>Big Book:</b> 5<br><b>Interactive Writing Skills CD-ROM:</b> Words: Capital and Lowercase Letters |  |
| <ul style="list-style-type: none"> <li>○ identifying own first and last name (ELA-1-E1)</li> </ul>                                       | <b>Pupil Edition:</b> 8<br><b>Teacher's Edition:</b> 7<br><b>Big Book:</b> 6   |  |
| 3. Demonstrate understanding of phonics by doing the following:  |  |  |
| <ul style="list-style-type: none"> <li>○ matching each consonant or short vowel sound to the appropriate letter</li> </ul>               | <b>Pupil Edition:</b> 6<br><b>Teacher's Edition:</b> 4-5<br><b>Big Book:</b> 5   |  |


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| <ul style="list-style-type: none"> <li>○ decoding simple one-syllable words (ELA- 1-1)</li> </ul>  | <b>Pupil Edition:</b> 8<br><b>Teacher's Edition:</b> 6-7<br><b>Big Book:</b> 6  |  |
| 4. Recognize and understand words found in environmental print (ELA-1-E1)  | <b>Pupil Edition:</b> 8, 60-95<br><b>Teacher's Edition:</b> 7, 74-99<br><b>Big Book:</b> 6, 53-54<br><b>Interactive Writing Skills CD-ROM:</b> Words: Theme Words-Shapes, Theme Words-Foods |  |
| 5. Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)  |   |  |
| 6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)  | <b>Pupil Edition:</b> 12, 14<br><b>Teacher's Edition:</b> 10-11, 12-13<br><b>Big Book:</b> 8, 9<br><b>Interactive Writing Skills CD-ROM:</b> Conventions: Capitalization of First Word      |  |
| 7. Demonstrate understanding of book and print concepts by doing the following:  |   |  |
| <ul style="list-style-type: none"> <li>○ locating front and back covers, title pages, and inside pages of a book</li> </ul>  | <b>Pupil Edition:</b> 24<br><b>Teacher's Edition:</b> 28-29<br><b>Big Book:</b> 18  |  |
| <ul style="list-style-type: none"> <li>○ identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence</li> </ul> | <b>Pupil Edition:</b> 14<br><b>Teacher's Edition:</b> 12-13<br><b>Big Book:</b> 9<br><b>Interactive Writing Skills CD-ROM:</b> Conventions: End Punctuation                                 |  |


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| o isolating individual words in print (ELA-1-E2)  |  |  |
| 8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)                    | <b>Pupil Edition:</b> 58-59<br><b>Teacher's Edition:</b> 72-73<br><b>Big Book:</b> 51-52 |  |
| 9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)  | <b>Pupil Edition:</b> 24<br><b>Teacher's Edition:</b> 28-29<br><b>Big Book:</b> 18       |  |
| 10. Answer questions about the important characters, setting, and events of a story (ELA-1-E5)  | <b>Pupil Edition:</b> 58-59<br><b>Teacher's Edition:</b> 72-73<br><b>Big Book:</b> 51-52 |  |
| 11. Describe the connections between life experiences and texts (ELA-1-E6)  |  |  |
| <b>Standard 6</b>   |  |  |
| 12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1) |  |  |


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| 13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)  |  |  |
| <b>Standard 7</b>  |  |  |
| 14. Demonstrate understanding of information in texts read aloud using a variety of strategies, including:         |  |  |
| <ul style="list-style-type: none"> <li>○ making predictions using prior knowledge and pictures</li> </ul>          | <b>Pupil Edition:</b> 24<br><b>Teacher's Edition:</b> 28-29<br><b>Big Book:</b> 18 |  |
| <ul style="list-style-type: none"> <li>○ using at least five pictures to sequence the events of a story</li> </ul> |  |  |
| <ul style="list-style-type: none"> <li>○ drawing conclusions from text</li> </ul>                                  |  |  |
| <ul style="list-style-type: none"> <li>○ using pictures to resolve questions (ELA-7-E1)</li> </ul>                 |  |  |
| 15. Identify problems in texts and offer possible solutions (ELA-7-E2)   |  |  |
| 16. Describe the role of an author and an illustrator (ELA- 7-E3)  |  |  |


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| 17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3) |  |  |
| 18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)              |  |  |
| <b>Writing -Standard 2</b>  |  |  |
| 19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)                                | <b>Pupil Edition:</b> 8-9, 10-11, 12-13, 16-17, 22, 24, 30, 32-33, 38-39, 42-43, 46-59, 60-95<br><b>Teacher's Edition:</b> 7, 9, 11, 15, 25, 29, 40, 42-43, 51, 55, 58-73, 74-99<br><b>Big Book:</b> 6, 7, 8, 10, 15, 18, 31-32, 35-36, 39-52, 53-64 |  |
| 20. Create compositions by participating in shared writing activities (ELA-2-E1)  | <b>Pupil Edition:</b> 26, 56-57, 58-59<br><b>Teacher's Edition:</b> 32-33, 71-72, 72-73<br><b>Big Book:</b> 21, 49-50, 51-52   |  |
| 21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)                | <b>Pupil Edition:</b> 8-9, 10-11, 12-13, 16-17, 22, 24, 30, 32-33, 38-39, 42-43, 46-59, 60-95<br><b>Teacher's Edition:</b> 7, 9, 11, 15, 25, 29, 40, 42-43, 51, 55, 58-73, 74-99<br><b>Big Book:</b> 6, 7, 8, 10, 15, 18, 31-32, 35-36, 39-52, 53-64 |  |


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| 22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)             | <b>Pupil Edition:</b> 8-9, 10-11, 12-13, 16-17, 22, 24, 30, 32-33, 38-39, 42-43, 46-59, 60-95<br><b>Teacher's Edition:</b> 7, 9, 11, 15, 25, 29, 40, 42-43, 51, 55, 58-73, 74-99<br><b>Big Book:</b> 6, 7, 8, 10, 15, 18, 31-32, 35-36, 39-52, 53-64 |  |
| 23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)                                   | <b>Pupil Edition:</b> 82-95<br><b>Teacher's Edition:</b> 98-99<br><b>Big Book:</b> 64  |  |
| 24. Actively discuss ideas and select a focus for group stories (ELA-2-E3)  | <b>Pupil Edition:</b> 23, 30<br><b>Teacher's Edition:</b> 26-27, 40<br><b>Big Book:</b> 16-17  |  |
| 25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures (ELA-2-E4)                      | <b>Pupil Edition:</b> 46-47, 48-49, 52-53, 58-59<br><b>Teacher's Edition:</b> 60-61, 62-63, 66-67, 72-73<br><b>Big Book:</b> 39-40, 41-42, 45-46, 51-52  |  |
| 26. Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)  | <b>Pupil Edition:</b> 18<br><b>Teacher's Edition:</b> 16-17<br><b>Big Book:</b> 11<br><b>Interactive Writing Skills CD-ROM:</b> Words: Rhyming Words   |  |
| 27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6) | <b>Pupil Edition:</b> 8-9, 10-11, 12-13, 16-17, 22, 24, 30, 32-33, 38-39, 42-43, 46-59, 60-95<br><b>Teacher's Edition:</b> 7, 9, 11, 15, 25, 29, 40, 42-43, 51, 55, 58-73, 74-99<br><b>Big Book:</b> 6, 7, 8, 10, 15, 18, 31-32, 35-36, 39-52, 53-64 |  |


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| <b>Writing/Proofreading -Standard 3</b>   |  |  |
| 28. Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1) | <b>Pupil Edition:</b> 26<br><b>Teacher's Edition:</b> 32-33<br><b>Big Book:</b> 21-22  |  |
| 29. Print all uppercase and lowercase letters (ELA-3-E1)  | <b>Pupil Edition:</b> 6-7<br><b>Teacher's Edition:</b> 4-5<br><b>Big Book:</b> 5<br><b>Interactive Writing Skills CD-ROM:</b> Words: Capital and Lowercase Letters |  |
| 30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)                             | <b>Pupil Edition:</b> 28<br><b>Teacher's Edition:</b> 36-37<br><b>Big Book:</b> 25-26  |  |
| 31. Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)  | <b>Pupil Edition:</b> 16-17<br><b>Teacher's Edition:</b> 15<br><b>Big Book:</b> 10   |  |
| 32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5) | <b>Pupil Edition:</b> 58-59<br><b>Teacher's Edition:</b> 72-73<br><b>Big Book:</b> 51-52   |  |
| <b>Speaking and Listening -Standard 4</b>   |  |  |
| 33. Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)  |  |  |


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| 34. Express feelings, needs, and ideas in complete sentences (ELA-4-E1)  | Pupil Edition: 10-11<br>Teacher's Edition: 8-9<br>Big Book: 7  |  |
| 35. Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)  |  |  |
| 36. Relate an experience or creative story in a logical sequence (ELA-4-E3)  | Pupil Edition: 40-41<br>Teacher's Edition: 52-53<br>Big Book: 33-34  |  |
| 37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)                                      |  |  |
| 38. Recite short poems, rhymes, and songs (ELA-4-E4)   | Pupil Edition: 18, 21<br>Teacher's Edition: 16-17, 22<br>Big Book: 11, 14<br>Interactive Writing Skills CD-ROM: Words: Rhyming Words |  |
| 39. Listen to and recite short poems and stories for an audience (ELA-4-E5)  | Pupil Edition: 18<br>Teacher's Edition: 16-17<br>Big Book: 11  |  |
| 40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6) |  |  |
| 41. Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7)                           |  |  |


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| <b>Information Resources - Standard 5</b>                                   |   |  |
| 42. Use a computer mouse to navigate the screen (ELA-5-E1)                  | <b>Pupil Edition:</b> 34-35<br><b>Teacher's Edition:</b> 44-45<br><b>Big Book:</b> 29 |  |
| 43. Identify that a computer has a keyboard to enter information (ELA-5-E1) | <b>Pupil Edition:</b> 34-35<br><b>Teacher's Edition:</b> 44-45<br><b>Big Book:</b> 29 |  |
| 44. Use technology to produce class work (ELA-5-E4)                         | <b>Pupil Edition:</b> 34-35<br><b>Teacher's Edition:</b> 44-45<br><b>Big Book:</b> 29 |  |
| 45. Read and interpret a classroom schedule (ELA-5-E6)                      |   |  |

