

From Phonics to Reading

Correlation to the Arkansas English Language Arts Standards - 2023

Grade K



Reading Standards: Foundational Skills

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READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards

From Phonics to Reading, Level K

Concepts of Print

Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.

K.FR.1.CP: Follow words from left to right, top to bottom, and page-by-page.

TEACHER'S EDITION

Print Concepts

Understanding How Sentences Work
(read left to right, top to bottom)
Teacher's Edition, Unit 2, Lesson 6, TE p. 83
Teacher's Edition, Unit 2, Lesson 7, TE pp. 94–95
Teacher's Edition, Unit 2, Lesson 9, TE p. 119

Basic Features of Print

(read left to right, top to bottom, page by page/return sweep to correctly find the next line of text)
SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2

K.FR.2.CP: Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word “dog” is represented in print by d-o-g).

Phonemic Awareness

Identify Words in Spoken Sentences

Teacher's Edition, Unit 1, Lesson 2, TE p. 24
Teacher's Edition, Unit 1, Lesson 4, TE p. 52
Teacher's Edition, Unit 1, Lesson 5, TE p. 66

K.FR.3.CP: Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.

Teacher Note:

- One-to-one correspondence is the ability to match written word to spoken word while reading.

Print Concepts

Understanding How Sentences Work

(words are separated by spaces)
Teacher's Edition, Unit 1, Lesson 2, TE p. 26
Teacher's Edition, Unit 1, Lesson 3, TE p. 40
Teacher's Edition, Unit 1, Lesson 4, TE p. 54
Teacher's Edition, Unit 1, Lesson 5, TE p. 68

Words and Spaces

(point out spaces between words)
SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2

K.FR.4.CP: Name all upper and lowercase letters of the alphabet in print.

STUDENT EDITION/TEACHER'S EDITION

Alphabet: Uppercase Letters

- Unit 1, Lesson 1, SE/TE pp. 9–10

Alphabet: Lowercase Letters

- Unit 1, Lesson 2, SE/TE pp. 21–22

Alphabet: Uppercase and Lowercase Letters

- Unit 1, Lesson 3, SE/TE pp. 35–36

Alphabet: Match Uppercase and Lowercase Letters

- Unit 1, Lesson 4, SE/TE pp. 49–50

Read Connected Text

Take-Home Book

Alphabet

“My ABC Book”

- Unit 1, Lesson 1, SE/TE pp. 11–12
- Lesson Plan: Unit 1, Lesson 1, TE p. 12

Cumulative Review: Uppercase Letters

- Unit 1, Lesson 1, SE/TE p. 18

TE DIGITAL RESOURCES*

Alphabet Recognition

SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher’s Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 1

READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards

From Phonics to Reading, Level K

Phonemic Awareness

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

K.FR.5.PA: Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.

TEACHER'S EDITION

Phonemic Awareness

Isolate Beginning Sounds

- Unit 1, Lesson 3, TE p. 42
- Unit 1, Lesson 4, TE p. 58

Isolate Beginning and Ending Sounds

- Unit 1, Lesson 5, TE p. 70
- Unit 2, Lesson 7, TE p. 98
- Unit 5, Lesson 24, TE p. 311

Isolate Beginning, Medial, and Ending Sounds

- Unit 2, Lesson 8, TE p. 110
- Unit 3, Lesson 13, TE p. 172
- Unit 4, Lesson 16, TE p. 210

Isolate Medial Sounds

- Unit 4, Lesson 17, TE p. 225
- Unit 4, Lesson 18, TE p. 237

Teacher Table Intervention

Say and Write

(isolate and say beginning sounds for three-phoneme words)

- Lesson 1, TE p. 17
- Lesson 2, TE p. 31

Word Study/Morphology

Distinguish Initial and Final Consonant Sounds

- Lesson 9, TE p. 119
- Lesson 10, TE p. 131

Teacher Table Intervention

Distinguish Initial and Final Consonant Sounds

- Lesson 9, TE p. 119
- Lesson 10, TE p. 131

READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards

From Phonics to Reading, Level K

K.FR.6.PA: Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Teacher Note:

- Blending is the ability to hear the individual sounds in a word, combine the sounds, and say the word as a unit or whole.
- The slanted lines in the examples refer to the sounds and not the letters.

TEACHER'S EDITION

Phonemic Awareness Oral Blending

- Unit 2, Lesson 7, SE/TE p. 91
- Unit 3, Lesson 11, SE/TE p. 141
- Unit 6, Lesson 27, SE/TE p. 339

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 9: Phonemic Awareness—Oral Blending

Routine Steps include Step 1: Introduce Step 2: Model (I Do) Step 3: Guided Practice/Practice (We Do/You Do) Multimodal and Multisensory Supports Sample Teacher Talk Corrective Feedback

- Page 18

K.FR.7.PA: Segment one-syllable words into individual sounds.

Teacher Note:

- Segmenting is hearing a word and being able to break that word into its individual sounds.
- The slanted lines in the examples refer to the sounds and not the letters.

Example:

- cat= /c/ /a/ /t/
- ship= /sh/ /i/ /p/

TEACHER'S EDITION

Phonemic Awareness Oral Segmentation

- Unit 4, Lesson 17, TE p. 217
- Unit 5, Lesson 22, TE p. 279
- Unit 6, Lesson 26, TE p. 332

Teacher Table: Intervention Think and Write

- Unit 4, Lesson 17, TE p. 221
- Unit 5, Lesson 22, TE p. 283
- Unit 6, Lesson 26, TE p. 335

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 9: Phonemic Awareness—Oral

Segmentation Routine Steps include Step 1:

Introduce Step 2: Model (I Do) Step 3: Guided

Practice/Practice (We Do/You Do) Connect to

Spelling Multimodal and Multisensory Supports

Sample Teacher Talk Corrective Feedback

- Pages 19–20

K.FR.8.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).

Example:

- Examples of airflow differences include:
 - /sh/ (continuant) vs. /ch/ (stop)
- Examples of differences in place of articulation include:
 - /f/ (teeth on bottom lip) vs. /th/ (tongue between teeth)
 - /m/ (front) vs. /n/ (behind teeth) vs. /ng/ (back of the throat)

TE DIGITAL RESOURCES*

Differentiation Supports

Targeted Support

Pronunciation Guide for English Learners

INTERACTIVE PRACTICE BUNDLE*

Sound Wall Vowel Valley Articulation Videos & Consonant Sound Cards

- Vowel Valley Wall
- Vowel Sound Cards Consonant Wall Articulation Videos & Consonant Sound Cards • Consonant Wall
- Phoneme/Grapheme Cards
- Sound Wall Lesson Template

READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards

From Phonics to Reading, Level K

Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

K.FR.9.PD: Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Teacher Note:

- These are closed syllables.
- Not all programs will name these as closed syllables.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Lesson 4: Tt
am, at

- Unit 1, Lesson 4, SE/TE p. 51

Lesson 6: Nn
an, am

- Unit 2, Lesson 6, SE/TE p. 79

Lesson 7: li
it, in, is

- Unit 2, Lesson 7, SE/TE p. 91

Read Connected Text

Take-Home Book

Lesson 4: Tt
on

"Sam Sat"

- Unit 1, Lesson 4, SE/TE pp. 53–54

it, is, an

"What Is It?"

- Unit 2, Lesson 6, SE/TE pp. 81–82

Lesson 7: li
it, is

"Big and Little"

- Unit 2, Lesson 7, SE/TE pp. 93–94

Cumulative Assessment Fluency Check

- Unit 1, Lesson 4 SE/TE p. 62
- Unit 2, Lesson 6 SE/TE p. 90
- Unit 2, Lesson 7 SE/TE p. 102

TEACHER'S EDITION

Home-School Connection

Build Fluency

on, is

- Unit 2, Lesson 6 TE p. 88

is, in, as

- Unit 2, Lesson 7 TE p. 100

is, up, in

- Unit 4, Lesson 16, SE/TE p. 212

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K.FR.9.PD: Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Teacher Note:

- These are closed syllables.
- Not all programs will name these as closed syllables.

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TE DIGITAL RESOURCES*

Units 2–6

Student and Family Resources
Student Fluency Sentences

on, is

- Unit 2, Lesson 6: N
is, in, it, on
- Unit 3, Lesson 13: Rr
is, up, it
- Unit 4, Lesson 18: Gg

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Lesson 4: Tt

“The Cat”

on

- Lesson 4, pp. 77–78

Lesson 6: Nn

“Nat”

is, it, on

- Lesson 6, pp. 85–86

Lesson 7: li

“The Little Cat and the Big Cat”

is, it, on

- Lesson 7, pp. 89–90

STUDENT EDITION/TEACHER’S EDITION

Introduction

Learn and Blend/Blend It

Lesson 7: Short i

tip, pin, pin, pat, man, tap, sat

- Unit 2, Lesson 7, SE/TE p. 91

Lesson 19: Ww

win, pin, wig, wag, bag, log, red, lid, cap

- Unit 4, Lesson 19, SE/TE p. 239

Lesson 27: Short Vowel Review

sad, hug, bed, pig, fox

- Unit 6, Lesson 27, SE/TE p. 339

Read Connected Text

Take-Home Book

Lesson 7: li

big, pin, dog

“Big and Little”

- Unit 2, Lesson 7, SE/TE pp. 93–94

Lesson 19: Ww

“We Will Win!”

Dan, Ben, win, lot

- Unit 4, Lesson 19, SE/TE pp. 241–242

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K.FR.9.PD: Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Teacher Note:

- These are closed syllables.
- Not all programs will name these as closed syllables.

continued

Lesson 27: Short Vowel Review

ran, big, cat, Liz

“Lots of Fun”

- Unit 6, Lesson 27, SE/TE pp. 341–342

Independent Practice

Read and Write

pen, bun, sun, bag

- Unit 6, Lesson 27, SE/TE p. 347

Cumulative Assessment

Fluency Check

- Unit 2, Lesson 7 SE/TE p. 102
- Unit 4, Lesson 18 SE/TE p. 238
- Unit 6, Lesson 27 SE/TE p. 350

TEACHER’S EDITION

Home-School Connection

Build Fluency

nap, mat, can, tap, Nan, man

- Unit 2, Lesson 6, TE p. 88

map, has, bat, cat, ball

- Unit 3, Lesson 14, TE p. 186

fox, den, get, gas, van, vat, big, tub

- Unit 5, Lesson 21, TE p. 274

TE DIGITAL RESOURCES*

Units 2–6

Student and Family Resources

Student Fluency Sentences

nap, mat, Sam, can, tap, man, tan

- Unit 2, Lesson 6: N

Bob, map, bat, big, bad, cat, ball

- Unit 3, Lesson 14: Bb

fox, den, gas, van, big, tub

- Unit 5, Lesson 21: Vv

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Lesson 7: li

“The Little Cat and the Big Cat”

big, cat, nap, tap

- Lesson 7, pp. 89–90

Lesson 27: Short Vowel Review

Ned, fox, big, log, got, wet

“Ned and Hal”

- Lesson 27, pp. 169–170

<p>K.FR.10.PD: Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • A consonant digraph is two letters that come together to make one consonant sound. • These are closed syllable words with digraphs. 	<p><u>TE DIGITAL RESOURCES*</u> <i>Differentiation Supports</i> Blends and Digraphs Student Resources/Instructional Resources Digraphs sh, th <i>ship, shop, this, fish, wish, that, bath</i> Digraph ch <i>chin, chat, chip,</i></p>
<p>K.FR.11.PD: Decode one-syllable words with single consonants and final long vowels (e.g., we, go).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • These are open syllables. • Not all programs will name these as open syllables. 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <i>Introduce Sound Spelling</i> Learn and Blend Blend It <ul style="list-style-type: none"> • Unit 6, Lesson 28, TE p.351 Long e, i, o <i>me, he we, she, no, go, so, hi</i> <i>Read Connected Text</i> Take-Home Book Lesson 28: <i>go, he, hi, we</i> "We Play" <ul style="list-style-type: none"> • Unit, 6, Lesson 28, pp.. 353-354 <i>Word Sort</i> Lesson 28: <i>hi, me no, so, we</i> <ul style="list-style-type: none"> • Unit, 6, Lesson 28, SE/TE pp. 358 </p>
<p>K.FR.12.PD: Read high-frequency words.</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • High-frequency words are the words that most often occur in children’s text. They are essential words because they are needed to make up even the most simple sentences. High-frequency words are often function words; they do not hold much meaning alone but work to hold a sentence together (e.g., of, the, a). • There is not a specific number of high-frequency words required at each grade level. Reference phonics program and teach the high-frequency words included in the scope and sequence. The standard says “read” rather than “decode” because not all high-frequency words are fully decodable. The focus for teaching is to decode the regular parts (S and D in said) and memorize the irregularity (AI in said). <p>Example:</p> <ul style="list-style-type: none"> • Phonetically Regular: <ul style="list-style-type: none"> ○ that, she, did, can • Temporarily Irregular¹: <ul style="list-style-type: none"> ○ though, know, eight • Permanently Irregular: <ul style="list-style-type: none"> ○ said, of, one <p><i>Continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <i>High-Frequency Words</i> Read-Spell-Write <i>can</i> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 24 <i>Read Connected Text</i> Pre-decodable Text Take-Home Book "I Can" <ul style="list-style-type: none"> • Unit 1, Lesson 2, pp. 25-26 <i>High-Frequency Words</i> Read-Spell-Write <i>she</i> <ul style="list-style-type: none"> • Unit 4, Lesson 16, SE/TE p.204 <i>Read Connected Text</i> Take-Home Book "Run Kim!" <ul style="list-style-type: none"> • Unit 4, Lesson 16, SE/TE pp. 205-206 </p> <p><i>Continued</i></p>

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K.FR.12.PD: Read high-frequency words.

Continued

High-Frequency

Read-Spell-Write

one

- Unit 4, Lesson 20, SE/TE p. 252

Read Connected Text

Take-Home Book

“Six Boxes”

- Unit 4, Lesson 20, SE/TE pp. 253-254

High-Frequency

Read-Spell-Write

of

- Unit 5, Lesson 22 SE/TE p. 278

Read Connected Text

Take-Home Book

“The Bus”

- Unit 4, Lesson 20, SE/TE pp. 279-280

High-Frequency

Read-Spell-Write

- Unit 5, Lesson 23, SE/TE p. 290

that, said

Read Connected Text

Take-Home Book

“What Will Jim Do?”

- Unit 5, Lesson 23, E/TE p. 291-292

READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards

From Phonics to Reading, Level K

K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).

Teacher Note:

- A suffix is a morpheme added after the base.
- Adding suffix -s can mean more than one or can be a singular verb form for subject/verb agreement.

Example:

- A dog runs (runs => run + s).
- I like maps (maps => map + s).

STUDENT EDITION/TEACHER'S EDITION

Introduction

Blend It

Lesson 7 -s

sits, taps, pats, naps

- Unit 2, Lesson 7, SE/TE p. 91

Home-School Connection

Build Fluency

tips, likes

- Unit 2, Lesson 7, TE p. 100

Introduction

Blend It

Lesson 7 -s

hits, fans, naps

- Unit 3, Lesson 11, SE/TE p. 141

Read Connected Text

Take-Home Book

"Hats"

looks, picks

- Unit 3, Lesson 11, SE/TE pp. 143-144

TEACHER'S EDITION

Word Study/Morphology

Plural Nouns with -s

- Unit 2, Lesson 6, TE p. 83
- Unit 3, Lesson 14, TE p. 181

Inflectional Ending -s

- Unit 2, Lesson 7, TE p. 95
- Unit 3, Lesson 11, TE p. 145

Plural Nouns with -es

- Unit 4, Lesson 19, TE p. 243
- Unit 4, Lesson 20, TE p. 255

Teacher Table: Intervention

Word Study/Morphology: Plural Nouns with -s

- Unit 2, Lesson 6, TE p. 83
- Unit 3, Lesson 14, TE p. 181
- Unit 4, Lesson 19, TE p. 243

Word Study/Morphology: Inflectional Ending -s

- Unit 2, Lesson 7, TE p. 95
- Unit 3, Lesson 11, TE p. 145

Word Study/Morphology: Inflectional Ending -es

- Unit 4, Lesson 20, TE p. 255

READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten ELA Standards

From Phonics to Reading, Level K

Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

K.FR.14.PE: Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Teacher Note:

- These are closed syllables.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice: Spell It

Lesson 4: Tt

am, at

- Unit 1, Lesson 4, TE p. 51

Lesson 6: Nn

an, am

- Unit 2, Lesson 6, SE/TE p. 79

Lesson 7: li

it, sit, in, is, am

- Unit 2, Lesson 7, SE/TE p. 91

Dictation

Think and Write/Listen and Spell

at

- Unit 1, Lesson 4, SE p. 56/TE pp. 56–57

Word Building

Trace, Write, and Build

on, at

- Unit 1, Lesson 4, SE/TE p. 57
- Unit 2, Lesson 6, SE/TE p. 85
- Unit 2, Lesson 7, SE/TE p. 97

Cumulative Review

Build Fluency

am

- Unit 1, Lesson 4, SE/TE p. 57
- Unit 2, Lesson 6, SE/TE p. 88
- Unit 2, Lesson 7, SE/TE p. 100

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 4: Tt

am, at

- Unit 1, Lesson 4, TE p. 51

Continued

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K.FR.14.PE: Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Teacher Note:

- These are closed syllables.

Continued

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Lesson 6: Nn

an, am

- Unit 2, Lesson 6, TE p. 79

Lesson 7: li

it, in, is

- Unit 2, Lesson 7, TE p. 91

Sound-Spelling/Blending

Cumulative Quick Check

- Unit 1, Lesson 4, TE pp. 52, 56, 58, 61
- Unit 2, Lesson 6, TE pp. 80, 84, 86, 89
- Unit 2, Lesson 7, TE pp. 92, 96, 98, 101

Teacher Table: Assessment

Extend the Assessment

am, at

- Unit 1, Lesson 4, TE p. 62
- *is, it, am*
- Unit 2, Lesson 6, TE p. 90

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice: Spell It

Lesson 7: Short i

tip, pin, pin, pat, man, tap, sat

- Unit 2, Lesson 7, SE/TE p. 91

Lesson 19: Ww

win, pin, wig, wag, bag, log, red, lid, cap

- Unit 4, Lesson 19, SE/TE p. 239

Lesson 27: Short Vowel Review

sad, hug, bed, pig, fox

- Unit 6, Lesson 27, SE/TE p. 339

Dictation

Think and Write/Listen and Spell

pin, man, sit, mat

- Unit 2, Lesson 7, SE p. 96/TE pp. 96–97
- wig, bed, wag, Ted, win*
- Unit 4, Lesson 19, SE p. 244/TE pp. 244–245
- web, fin, wag, Tom, jug*
- Unit 6, Lesson 27, SE p. 344/TE pp. 344–345

Word Building

Trace, Write, and Build

big, sit, pin

- Unit 2, Lesson 7, SE/TE p. 97
- win, wag*
- Unit 4, Lesson 19, SE/TE p. 245
- was, bus, mom, bed*
- Unit 6, Lesson 27, SE/TE p. 345

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<p style="text-align: center;"><i>Continued</i></p> <p>K.FR.14.PE: Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> These are closed syllables. 	<p style="text-align: center;"><i>Continued</i></p> <p>Cumulative Review Build Fluency <i>big</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 100 <i>win, bag</i> Unit 4, Lesson 19, SE/TE p. 248 <p>Independent Practice Read and Write <i>pen, bun, sun, bag</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 27, SE/TE p. 347 <p><u>TEACHER'S EDITION</u> Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback Lesson 7: Short i</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 91 <p>Lesson 19: Ww</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, TE p. 239 <p>Lesson 27: Short Vowel Review</p> <ul style="list-style-type: none"> Unit 6, Lesson 27, TE p. 339
<p>K.FR.15.PE: Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> These are open syllables. 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction to Long Vowels Dictation</p> <ul style="list-style-type: none"> Unit 6, Lesson 28 Single Letter Long Vowels e, i, o TE pp. 356-357 <p>Teacher Table Intervention Think and Write TE p. 357 Word Building SE/TE p. 357</p>
<p>K.FR.16.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.</p> <p style="text-align: center;"><i>Continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introduction Daily Practice: Spell It</p> <p>Lesson 11: Hh</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TE p. 141 <p>Lesson 14: Bb</p> <ul style="list-style-type: none"> Unit 3, Lesson 14, SE/TE p. 177 <p>Lesson 18: Gg</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 227 <p>Writing Extension Draw About It—pp. 19, 33 Write About It (draw a picture/write about the picture)—pp. 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385</p> <p style="text-align: center;"><i>Continued</i></p>

Continued	Continued
<p>K.FR.16.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><i>Independent/Partner Work</i></p> <p>Spell Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, TE p. 146 Unit 3, Lesson 14, TE p. 182 Unit 4, Lesson 18, TE p. 232 <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p><i>Lessons 1–30</i></p> <p>Decodable Text</p> <p>Writing: Write About It</p> <p>Lesson 11: Hh “My Hat”</p> <ul style="list-style-type: none"> Lesson 11, p. 108 <p>Lesson 14: Bb “Bob or Rob?”</p> <ul style="list-style-type: none"> Lesson 14, p. 76 <p>Lesson 18: Gg “Meg and Rags”</p> <ul style="list-style-type: none"> Lesson 18, p. 108 <p><u>TEACHER DIGITAL RESOURCES</u></p> <p><i>Assessment</i></p> <p>Formative</p> <p>Formative Assessment administration and Analyses Cumulative Spelling Sentences Formative Assessment</p>
<p>K.FR.17.PE: Encode words with final suffix -s (e.g., cats, runs).</p>	<p><i>Teacher Table: Intervention</i></p> <p>Word Study/Morphology: Plural Nouns with -s</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 83 Unit 3, Lesson 14, TE p. 181 Unit 4, Lesson 19, TE p. 243 <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 95 Unit 3, Lesson 11, TE p. 145 <p>Word Study/Morphology: Inflectional Ending -es</p> <ul style="list-style-type: none"> Unit 4, Lesson 20, TE p. 255 <p><i>Independent/Partner Work</i></p> <p>Spell Words</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 96 Unit 3, Lesson 11, TE p. 146 Unit 4, Lesson 20, TE p. 256 <p><u>TEACHER DIGITAL RESOURCES*</u></p> <p><i>Assessment</i></p> <p>Formative</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> Cumulative Spelling Sentences Formative Assessment Lessons 8, 19, 20, 21

READING STANDARDS FOR LITERATURE

Kindergarten ELA Standards

From Phonics to Reading, Level K

Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

K.FR.18.H: Demonstrate proper pencil grip.

STUDENT EDITION/TEACHER'S EDITION

Handwriting

Trace and Write

- Unit 1, Lesson 1, SE/TE p. 16
- Unit 2, Lesson 7, SE/TE p. 95
- Unit 4, Lesson 18, SE/TE p. 231

Word Building

Trace, Write, and Build

- Unit 1, Lesson 2, SE/TE p. 29
- Unit 3, Lesson 11, SE/TE p. 147
- Unit 5, Lesson 24, SE/TE p. 307

TE DIGITAL RESOURCES*

Differentiation Supports

Additional Routines

Letter Formation Cards

Letter Formation Chart

Letter Formation Instruction

- Pencil Grip, p. 1
- Posture, p. 2
- Spacing, p. 3
- Strokes, p. 3
- General Tips, p. 4
- Letter Formation Guide, pp. 5–8
- Level K (Kindergarten) Handwriting Scope and Sequence, pp. 9–11

K.FR.19.H: Form upper and lowercase letters and numerals correctly, using a common path of movement.

Teacher Note:

- Use path of movement from High Quality Instructional Material.

STUDENT EDITION/TEACHER'S EDITION

Handwriting

Trace and Write

- Unit 1, Lesson 1, SE/TE p. 16
- Unit 2, Lesson 7, SE/TE p. 95
- Unit 4, Lesson 18, SE/TE p. 231

Word Building

Trace, Write, and Build

- Unit 1, Lesson 2, SE/TE p. 29
- Unit 3, Lesson 11, SE/TE p. 147
- Unit 5, Lesson 24, SE/TE p. 307

Continued

Continued

Continued

K.FR.19.H: Form upper and lowercase letters and numerals correctly, using a common path of movement.

Teacher Note:

- Use path of movement from High Quality Instructional Material.

Continued

TE DIGITAL RESOURCES*

Assessment

Formative Assessments

Letter Formation Assessment

Differentiation Supports

Additional Routines

- Letter Formation Cards
- Letter Formation Chart
- Letter Formation Instruction
- Pencil Grip, p. 1
- Posture, p. 2
- Spacing, p. 3
- Strokes, p. 3
- General Tips, p. 4
- Letter Formation Guide, pp. 5–8
- Level K (Kindergarten) Handwriting Scope and Sequence, pp. 9–11

Letter Formation Practice

- Print Letters: Aa, Bb, Cc, p. 215
- Print Letters: Dd, Ee, Ff, p. 216
- Print Letters: Gg, Hh, Ii, p. 217
- Print Letters: Jj, Kk, Ll, p. 218
- Print Letters: Mm, Nn, Oo, p. 219
- Print Letters: Pp, Qq, Rr, p. 220
- Print Letters: Ss, Tt, Uu, p. 221
- Print Letters: Vv, Ww, Xx, p. 222
- Print Letters: Yy, Zz, p. 223
- Print Letters: My Name, p. 224

Each Unit/Lesson

Instructional Resources

Letter Cards

Large Letter Cards

FLUENCY BOOSTER PRACTICE BOOK

Handwriting

Lowercase and Uppercase Letters

Mm, Aa, Ss, Tt, Pp

- Page 3–12

Hh, Oo, Rr, Bb, Ll

- Pages 23–32

Vv, Uu, Jj, Qq, Yy, Zz

- Pages 43–54

Letter Formation Chart

- Page 55

Handwriting Practice

- Pages 56–64

Fluency

Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

K.FR.20.F: Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.

TEACHER'S EDITION

Sound Spelling Blending

Cumulative Quick Check

- Unit 6, Lesson 27, TE p. 341, 344, 346, and 349
- Unit 6, Lesson 28, TE p. 353, 356, 358, and 361

Assessment*

Benchmark

Benchmark PDF

Benchmark Assessments

Letter-Name/Letter-Sound Assessments

Letter-Name/Letter-Sound Administration & Analyses

Teacher Table: Assessment

Letter-Name and Letter-Sound Assessments

- Unit 3, Lesson 11, TE p. 152
- Unit 3, Lesson 14, TE p. 188
- Unit 4, Lesson 18, TE p. 238

INTERACTIVE PRACTICE BUNDLE*

Sound Wall

Vowel Valley

Articulation Videos & Consonant Sound Cards

Vowel Valley Wall

Vowel Sound Cards

Consonant Wall

Articulation Videos & Consonant Sound Cards

Consonant Wall

Phoneme/Grapheme Cards

K.FR.21.F: Produce the most common sound for each letter of the alphabet with accuracy and automaticity.

Teacher Note:

- The most common sound for the vowels is the short sound.

TEACHER'S EDITION

Sound Spelling Blending

Cumulative Quick Check

- Unit 6, Lesson 27, TE p. 341, 344, 346, and 349
- Unit 6, Lesson 28, TE p. 353, 356, 358, and 361

Assessment*

Benchmark

Benchmark PDF

Benchmark Assessments

Letter-Name/Letter-Sound Assessments

Letter-Name/Letter-Sound Administration & Analyses

Teacher Table: Assessment

Letter-Name and Letter-Sound Assessments

- Unit 3, Lesson 11, TE p. 152
- Unit 3, Lesson 14, TE p. 188
- Unit 4, Lesson 18, TE p. 238

Continued

Continued

<p style="text-align: center;"><i>Continued</i></p> <p>K.FR.21.F: Produce the most common sound for each letter of the alphabet with accuracy and automaticity.</p>	<p style="text-align: center;"><i>Continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> Sound Wall Vowel Valley Articulation Videos & Consonant Sound Cards <ul style="list-style-type: none"> • Vowel Valley Wall • Vowel Sound Cards Consonant Wall Articulation Videos & Consonant Sound Cards Consonant Wall Phoneme/Grapheme Cards</p>
<p>K.FR.22.F: Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Read Connected Text <i>"Hats"</i> <ul style="list-style-type: none"> • Unit 3, Lesson 11, SE/TE pp. 143–144 Take-Home Book: Check Comprehension Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE p. 144 <i>"Ten Little Men"</i> <ul style="list-style-type: none"> • Unit 4, Lesson 17, SE/TE pp. 217–218 Take-Home Book: Check Comprehension Lesson Plan: Teacher's Edition, Unit 4, Lesson 17, TE p. 218 <i>"The Bus"</i> <ul style="list-style-type: none"> • Unit 5, Lesson 22, SE/TE pp. 279–280 Take-Home Book: Check Comprehension Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 280 <u>FLUENCY BOOSTER PRACTICE BOOK</u> Lessons 26-30 Decodable Text: Lesson 27: Short Vowel Review p. 27 <i>"Ned and Hal"</i> <ul style="list-style-type: none"> • Lesson Plan: Lesson 27, Short Vowel Review (SadlierConnect.com, Level K, Fluency Booster Practice Book, Decodable Text Lesson Plan) Decodable Text: "Come with Me" Lesson 28: Single Letter Long Vowels e, i, o, pp. 173-174 <i>"Come with Me"</i> <ul style="list-style-type: none"> • Lesson Plan, Lesson 28: Single Letter Long Vowels e, i, o (SadlierConnect.com, Level K, Fluency Booster Practice Book, Decodable Text Lesson Plan) Decodable Text: "Same for Sam". pp 26-30 Lesson 29: Final e (a_e) <i>"Same for Sam"</i> <ul style="list-style-type: none"> • Lesson Plan, 29: Final e (a_e) (SadlierConnect.com, Level K, Fluency Booster Practice Book, Lessons 26-30, Decodable Text Lesson Plan, </p>