

From Phonics to Reading

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade K



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Language Domain

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LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Print Concepts

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
A. Follow words from left to right, top to bottom, and page by page.

TEACHER'S EDITION

Print Concepts

Understanding How Sentences Work

Use sentences from the lesson Take-Home Book to review reading sentences from left to right.

For example:

Have partners take turns using a finger to show how they follow words from left to right, top to bottom, and page by page to read the book. (TE p. 95)

- Unit 2, Lesson 6, TE p. 83
- Unit 2, Lesson 7, TE pp. 94–95
- Unit 2, Lesson 9, TE p. 119

TE DIGITAL RESOURCES*

Assessment

Formative Assessments

Print Concepts Assessment

Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print.

For example:

Student understands that text is read from left to right and top to bottom on a page.

Prompt: Observe the student as he/she tracks the print while reading.

What Can You Do with the Assessment Results?

Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.

For example:

Student understands that text is read from left to right and top to bottom on a page.

Model for students how to track the print of a page of text they are reading. Then have them repeat.

Additional teacher support

TE DIGITAL RESOURCES*

Differentiation Supports

Additional Routines

Teacher's Guide to Print Concepts

What Are Print Concepts?

Supporting Instruction of Print Concepts

Basic Features of Print

Tell students that books are read from left to right, top to bottom, and page by page from front to back.

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Print Concepts

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TEACHER'S EDITION Print Concepts About Me Tell children that we can use the letters of the alphabet to write words, including our names.</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 13 <p>TE DIGITAL RESOURCES* Assessment Formative Assessments What Can You Do with the Assessment Results? Identify the difference between a letter and a word.</p> <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES* Differentiation Supports</p> <p>TEACHER'S EDITION Additional Routines Additional Routines Teacher's Guide to Print Concepts What Are Print Concepts? Help beginning readers connect spoken words with written language. Discuss the difference between a letter and a word.</p> <ul style="list-style-type: none"> Page 1
<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>C. Understand that words are separated by spaces in print.</p> <p style="text-align: right;"><i>continued</i></p>	<p>TEACHER'S EDITION Print Concepts Understanding How Sentences Work Use sentences from the story to introduce the features of a sentence.</p> <p><i>For example:</i> <i>Write the sentence on the board: I can run. Call on children to read the sentence and count the words. Guide children to understand that the words are separated by spaces. (TE p. 26)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 26 Unit 1, Lesson 3, TE p. 40 Unit 1, Lesson 5, TE p. 68 <p>TE DIGITAL RESOURCES* Assessment Formative Assessments Print Concepts Assessment Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print.</p> <p><i>Observation Checklist and Prompts</i></p> <ul style="list-style-type: none"> Skills: Student understands that words are separated by spaces. <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Print Concepts

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>C. Understand that words are separated by spaces in print.</p>	<p><i>continued</i></p> <p>Assessment Formative Assessments Print Concepts Assessment What Can You Do with the Assessment Results? Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <ul style="list-style-type: none"> • Skills: Student understands that words are separated by spaces. • Next Steps: Model reading a sentence—smooshing the words together and not paying attention to the spaces between them. Then model pointing to each word as you say it and note how each word is separated by a space. Ask: Which way sounded correct? <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports Additional Routines Teacher’s Guide to Print Concepts What Are Print Concepts? Supporting Instruction of Print Concepts Words and Spaces To help students make sense of all the print on a page, young children need instruction to help them see that words are separated by spaces.</p>
<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Alphabet Uppercase Letters • Unit 1, Lesson 1, SE/TE pp. 9–10 Lowercase Letters • Unit 1, Lesson 2, SE/TE pp. 21–22 Uppercase and Lowercase Letters • Unit 1, Lesson 3, SE/TE pp. 35–36</p> <p>Cumulative Review Uppercase Letters • Unit 1, Lesson 1, SE/TE p. 18</p> <p><i>continued</i></p>

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Print Concepts

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

continued

continued

Read Connected Text

- Take-Home Book
Lesson 1: Mm
“My ABC Book”
- Unit 1, Lesson 1, SE/TE pp. 11-12
- Lesson 2: Short a
“I Can”
- Unit 1, Lesson 2, SE/TE pp. 25-26
- Lesson 5: Pp
“I Like”
- Unit 1, Lesson 5, SE/TE pp. 67-68

End-of-Book Resources

- Letter Cards (upper- and lowercase letters)
- SE/TE pp. 393-394

TEACHER’S EDITION

Alphabet Recognition

- Uppercase Letters
- Unit 1, Lesson 1, TE pp. 9, 11
- Lowercase Letters
- Unit 1, Lesson 2, TE p. 21
- Review Uppercase Letters
- Unit 1, Lesson 2, TE p. 26

Alphabet Sequence

- Letter Sequences
- Unit 1, Lesson 1, TE p. 10
 - Unit 1, Lesson 2, TE p. 22

Teacher Table: Assessment

- Informal Assessment
- Unit 1, Lesson 1, TE p. 11
- Letter-Name and Letter-Sound Assessments
- Unit 1, Lesson 1, TE p. 20

Learning Center

- Alphabet Corner
- Unit 1, Lesson 1, TE p. 10
 - Unit 1, Lesson 2, TE p. 22

Independent/Partner Work

- Build Fluency
- Use alphabet charts, strips, or books.
- Unit 1, Lesson 1, TE p. 12
- Alphabet Review
- Unit 1, Lesson 2, TE pp. 28, 30

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Print Concepts

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

continued

Cumulative Assessment

Fluency Check

Ask children to read the cumulative letter-sound list.

- Unit 1, Lesson 1, TE p. 20

Teacher Table: Assessment

Letter-Name and Letter-Sound Assessments

- Unit 1, Lesson 1, TE p. 20

Alphabet Review

Identify Lowercase Letters

- Unit 1, Lesson 3, TE p. 40

TE DIGITAL RESOURCES*

Assessment

Benchmark (Interactive)

Benchmark Assessments

- Uppercase Letter-Name Assessment
- Lowercase Letter-Name Assessment
- Letter-Sound Assessment

Benchmark (PDF)

Benchmark Assessments/Administration & Analyses

- Letter-Name and Letter-Sound Assessments

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
A. Recognize and produce rhyming words.

TEACHER'S EDITION

Phonemic Awareness

Recognize Rhyme

For example:

Remind children that rhyming words end with the same sounds. Say: Listen to these words: *sit, pin, pit*. Which two words rhyme? Emphasize why the words rhyme. /s/ /it/, *sit*. /p/ /it/, *pit*. *Sit and pit rhyme because they both end in /it/*. Continue with these word sets:

tip, sip, man pot, can, fan mop, sun, top
see, tea, say cap, met, let big, tag, fig

(TE p. 93)

- Unit 2, Lesson 7, TE p. 93

Recognize and Produce Rhyme

For example:

Say three words: *kiss, miss, jam*. Ask: Which two words rhyme? Yes, /k/ /is/, *kiss*; /m/ /is/, *miss*. *Kiss and miss rhyme because they both end in /is/*. Then ask children to name other words that rhyme with *kiss* and *miss*. (TE p. 208)

- Unit 3, Lesson 12, TE p. 158
- Unit 4, Lesson 16, TE p. 208

Additional teacher support

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 7: Phonemic Awareness: Rhyme

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

- Page 17

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
B. Count, pronounce, blend, and segment syllables in spoken words.

TEACHER'S EDITION

Phonemic Awareness

Clap Syllables

- Unit 1, Lesson 1, TE p. 11
- Unit 1, Lesson 2, TE p. 28

Clap and Count Syllables

For example:

Say *cut and haircut*, and have children repeat them. Ask: Which word is longer, *cut* or *haircut*? That's right. The word *haircut* is longer. Say *cut*, then say and clap the syllable. The word *cut* has one syllable. Repeat for *haircut*. Have children say and clap the syllables after you. Then have them say and clap the syllables in these words.

toe tiptoe ball baseball
cow cowboy kick kicker

(TE p. 93)

- Unit 1, Lesson 5, TE p. 72
- Unit 1, Lesson 5, TE p. 75

continued

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

<i>continued</i>	<i>continued</i>
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>Blend Syllables</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 14 Unit 1, Lesson 2, TE p. 30 <p>Oral Blending</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, TE p. 127 Unit 3, Lesson 11, TE p. 141 Unit 3, Lesson 15, TE p. 191 <p>Oral Segmentation</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, TE p. 129 Unit 3, Lesson 11, TE p. 143 Unit 3, Lesson 14, TE p. 179 <p>Phonemic Manipulation: Delete Syllables</p> <p>Children clap to segment syllables.</p> <ul style="list-style-type: none"> Unit 6, Lesson 27, TE p. 349 Unit 6, Lesson 28, TE p. 361
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Oral Segmentation</p> <p><i>For example:</i> Tell children they will be segmenting, or breaking apart, words. Say the words below, one at a time. Ask children to segment each word in the first row by beginning sound and the rest of the word (onset and rime). Ask them to segment each word in the second row sound-by-sound (phoneme), then count the number of sounds.</p> <p>(onset/rime) did Dan mad dash (phoneme) he do if add (TE p. 132)</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, TE pp. 129, 132 Unit 3, Lesson 13, TE pp. 167, 170 Unit 3, Lesson 14, TE pp. 179, 182 <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p>Five Basic Types of Activities</p> <p>Activity Type 3: Oral Blending</p> <p>2. Onset and rime</p> <p>Activity Type 4: Oral Segmentation (including counting sounds)</p> <p>2. Onset and rime</p>
<i>continued</i>	<i>continued</i>

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K	FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS								
<p style="text-align: center;"><i>continued</i></p> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words</p>	<p style="text-align: center;"><i>continued</i></p> <p>Overview Phonological Awareness Scope and Sequence Rationale Modeling the Tasks Oral Blending Routine (Onset/Rime) Oral Segmentation Routine (Onset/Rime) Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Pages 8–9 								
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Orally repeat multi-syllable words and pronounce the separate syllables.</p>	<p>TEACHER'S EDITION Phonemic Awareness Clap Syllables <i>For example:</i> <i>Say the words bed and bedroom, and have children repeat them. Ask: Which word is longer, bed or bedroom? That's right. The word bedroom is longer.</i> <i>Tell children that words have parts called syllables. Say bed, then say and clap the syllable. The word bed has one syllable, or part. Repeat for the word bedroom. Say: The word bedroom has two syllables, or parts, bedroom. Have children say and clap the syllables after you.</i> <i>Continue by having children repeat these words and then say and clap the syllables.</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 0 10px;"><i>lunch</i></td> <td style="padding: 0 10px;"><i>lunchbox</i></td> <td style="padding: 0 10px;"><i>rain</i></td> <td style="padding: 0 10px;"><i>raincoat</i></td> </tr> <tr> <td style="padding: 0 10px;"><i>milk</i></td> <td style="padding: 0 10px;"><i>sandwich</i></td> <td style="padding: 0 10px;"><i>apple</i></td> <td style="padding: 0 10px;"><i>snack</i></td> </tr> </table> <p><i>(TE p. 28)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 11 • Unit 1, Lesson 2, TE p. 28 <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES* Additional Phonemic Awareness Support Phonemic Awareness Support Syllable Awareness Activities</p>	<i>lunch</i>	<i>lunchbox</i>	<i>rain</i>	<i>raincoat</i>	<i>milk</i>	<i>sandwich</i>	<i>apple</i>	<i>snack</i>
<i>lunch</i>	<i>lunchbox</i>	<i>rain</i>	<i>raincoat</i>						
<i>milk</i>	<i>sandwich</i>	<i>apple</i>	<i>snack</i>						
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S EDITION Phonemic Awareness Isolate Beginning Sounds</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 42 • Unit 1, Lesson 4, TE p. 58 <p>Isolate Beginning and Ending Sounds</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 70 • Unit 2, Lesson 7, TE p. 98 • Unit 5, Lesson 24, TE p. 311 <p style="text-align: center;"><i>continued</i></p>								

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

continued

Phonemic Awareness

Isolate Beginning, Medial, and Ending Sounds

For example:

Tell children you will say a word. They will say the sound they hear at the beginning, in the middle, or at the end of the word. Provide corrective feedback.

beginning	<i>it</i>	<i>kit</i>	<i>fit</i>	<i>sock</i>
middle	<i>kick</i>	<i>rip</i>	<i>map</i>	<i>lock</i>
end	<i>hill</i>	<i>job</i>	<i>pack</i>	<i>sad</i>

(TE p. 210)

- 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

Have children isolate and say beginning sounds for three-phoneme words.

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

Distinguish Initial and Final Consonant Sounds

- Unit 2, Lesson 9, TE p. 119
- Unit 2, Lesson 10, TE p. 131

Word Study/Morphology

Distinguish Initial and Final Consonant Sounds

For example:

Say: Listen to this word: fit. The beginning sound is /f/ and the ending sound is /t/, /ffitt/. Explain that being able to hear the beginning and ending sounds in words will help children spell words accurately. Then say tan. Ask: Is /n/ the beginning or ending sound in tan? Continue with the words cap, fan, mat, and sick. Provide corrective feedback by stretching out the sounds with children. (TE p. 119)

- Unit 2, Lesson 9, TE p. 119
- Unit 2, Lesson 10, TE p. 131

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

TEACHER'S EDITION

Phonemic Awareness

Phonemic Manipulation: Add Sounds

For example:

Tell children that you want them to add a sound to the beginning of a word to make a new word. Model with it and /s/: /s/... it, sit. The word is sit.

Continue with these words and sounds.

up, /k/ ox, /f/ end, /b/ inch, /p/
(TE p. 344)

- Unit 6, Lesson 27, TE p. 344

Phonemic Manipulation: Add Sounds

- Unit 6, Lesson 28, TE p. 356

- Unit 6, Lesson 29, TE p. 368

Phonemic Manipulation: Substitute Sounds

For example:

Say the word go. Tell children to replace the /g/ sound with /n/. Ask: What's the new word? Model: /nnnōōō/, no. Have children replace the initial sound in these words.

be, /w/ at, /i/ cape, /t/ take, /b/ late, /g/
(TE p. 373)

- Unit 6, Lesson 29, TE p. 373

- Unit 6, Lesson 30, TE p. 385

Additional teacher support

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 10: Phonemic Awareness: Phoneme Manipulation (Substitution)

Routine 11: Phonemic Awareness: Phoneme Manipulation (Addition)

Routine 12: Phonemic Awareness: Phoneme Manipulation (Deletion)

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

- Pages 21–23

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Lesson 11: Hh

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

Lesson 14: Bb

- Unit 3, Lesson 14, SE/TE p. 177

Lesson 18: Gg

- Unit 4, Lesson 18, SE/TE p. 227

Read Connected Text

Take-Home Book

Lesson 11: Hh

“Hats”

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

Lesson 14: Bb

“Good or Bad?”

- Unit 3, Lesson 14, SE/TE pp. 179–180

Lesson 18: Gg

“Where Am I?”

- Unit 4, Lesson 18, SE/TE pp. 229–230

Handwriting

Trace and Write

Trace and write the letter. Say the sound each time you write the letter.

For example:

Model how to form Hh. Have children trace and then write Hh. Remind children to say the letter’s name and sound each time they trace or write it. Say each picture name. Have children repeat. If the picture name begins with /h/, children write Hh. (TE p. 145)

- Unit 3, Lesson 11, SE/TE p. 145

- Unit 3, Lesson 14, SE/TE p. 181

- Unit 4, Lesson 18, SE/TE p. 231

Dictation

Think and Write/Listen and Spell

Guide children to connect each sound to a spelling.

For example:

Say the word hat. Model segmenting the word sound by sound. Move your hand from left to right as you go from one sound to the next (/h/ /a/ /t/). (TE p. 147)

Lesson 11: Hh

- Unit 3, Lesson 11, SE p. 146/TE pp. 146–147, 149

Lesson 14: Bb

- Unit 3, Lesson 14, SE p. 182/TE pp. 182–183, 185

Lesson 18: Gg

- Unit 4, Lesson 18, SE p. 232/TE pp. 232–233, 235

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LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

continued

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Sound Sort

Sort It Out
Say each picture name. Then sort the pictures by beginning consonant sound.
• Unit 3, Lesson 11, SE/TE p. 148
• Unit 3, Lesson 14, SE/TE p. 184
• Unit 4, Lesson 18, SE/TE p. 234

TEACHER'S EDITION

Phonemic Awareness

Oral Blending
Lesson 11: Hh
• Unit 3, Lesson 11, TE p. 141
Lesson 14: Bb
• Unit 3, Lesson 14, TE p. 177
Lesson 18: Gg
• Unit 4, Lesson 18, TE p. 227

Introduce Sound-Spelling

Learn and Blend/Blend It
Lesson 11: Hh
• Unit 3, Lesson 11, TE p. 141
Lesson 14: Bb
• Unit 3, Lesson 14, TE p. 177
Lesson 18: Gg
• Unit 4, Lesson 18, TE p. 227

Learning Center

Hh Around the Classroom
• Unit 3, Lesson 11, TE p. 142
Bb Concentration
• Unit 3, Lesson 14, TE p. 178
Gg Tic-Tac-Toe
• Unit 4, Lesson 18, TE p. 228

TE DIGITAL RESOURCES*

Assessment

Benchmark (Interactive)
Benchmark Assessments
• Uppercase Letter-Name Assessment
• Lowercase Letter-Name Assessment
• Letter-Sound Assessment
Benchmark (PDF)
Benchmark Assessments/Administration & Analyses
• Letter-Name and Letter-Sound Assessments

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

continued

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 11: Hh

“My Hat”

- Lesson 11, pp. 105–106

Lesson 14: Bb

“Bob or Rob?”

- Lesson 14, pp. 73–74

Lesson 18: Gg

“Meg and Rags”

- Lesson 18, pp. 105–106

INTERACTIVE PRACTICE BUNDLE*

Sound Wall

Consonant Wall

Articulation Videos & Consonant Sound Cards

Consonant Wall

Phoneme/Grapheme Cards

Additional teacher support

TE DIGITAL RESOURCES*

Differentiation Supports

ABC Express Student Resources/Instructional Resources

- ABC Express Lesson 4: Add on Skills Ff, Hh
- ABC Express Lesson 7: Add on Skills Rr, Gg
- ABC Express Lesson 9: Add on Skills Jj, Kk

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Short e

- Unit 4, Lesson 17, SE/TE p. 215

Short u

- Unit 5, Lesson 22, SE/TE p. 277

Long Vowels (e, i, o)

- Unit 6, Lesson 28, SE/TE p. 351

Dictation

Think and Write

- Unit 4, Lesson 17, SE p. 220/TE pp. 220–221, 223
- Unit 5, Lesson 22, SE p. 282/TE pp. 282–283, 285
- Unit 6, Lesson 28, SE p. 356/TE pp. 356–357, 359

Sound Sort

Sort It Out

Children sort the words to show those that have short a and those that do not.

- Unit 1, Lesson 2, SE/TE p. 30

Children sort the words according to the short vowel sound: /a/ or /i/.

- Unit 2, Lesson 7, SE/TE p. 98

Word Sort

Sort It Out

Sort words in the box according to long vowel sound or short vowel sound.

For example:

Guide children to understand that when a word has one vowel, and it is at the end, the vowel sound is usually long. When a word has one vowel followed by a consonant, the vowel sound is short. Point out that this letter-sound awareness will help them in spelling and reading long vowel words. (TE p. 359)

- Unit 6, Lesson 28, SE/TE p. 358

Independent Practice

Read and Write

For example:

Have children select and write the the word that has the long vowel sound. Use the page as an informal assessment of children's developing ability to read and write single letter long vowel words. (TE p. 359)

- Unit 1, Lesson 2, SE/TE p. 31
- Unit 4, Lesson 17, SE/TE p. 223
- Unit 6, Lesson 28, SE/TE p. 359

Cumulative Review

Build Fluency

- Unit 1, Lesson 2, SE/TE p. 32
- Unit 4, Lesson 17, SE/TE p. 224
- Unit 6, Lesson 28, SE/TE p. 360

continued

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p><i>continued</i></p> <p><u>TEACHER'S EDITION</u> <i>Introduce Sound-Spelling</i> Learn and Blend/Blend It</p> <p>Short e</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 215 <p>Short u</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, TE p. 277 <p>Long Vowels (e, i, o)</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, TE p. 351 <p><u>TE DIGITAL RESOURCES*</u> <i>Assessment</i> Benchmark (PDF) Benchmark Assessments Phonics Quick Check Benchmark Assessments Administration & Analyses Phonics Quick Check Administration & Analyses</p>
<p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>C. Read high-frequency words and grade level irregular words with automaticity.</p> <p><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <i>High-Frequency Words</i> Read-Spell-Write</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, SE/TE p. 216 Unit 5, Lesson 22, SE/TE p. 278 Unit 6, Lesson 28, SE/TE p. 352 <p><u>TEACHER'S EDITION</u> <i>High-Frequency Words</i> Review/Extend</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE pp. 217, 220, 225 Unit 5, Lesson 22, TE pp. 279, 282, 287 Unit 6, Lesson 28, TE pp. 353, 356, 361 <p><u>TE DIGITAL RESOURCES*</u> <i>Overview</i> High-Frequency Words High-Frequency Words Decodable Text Words Irregular High-Frequency Words</p> <p><i>continued</i></p>

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LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>C. Read high-frequency words and grade level irregular words with automaticity.</p>	<p><i>continued</i></p> <p>Assessment Benchmark (Interactive) Benchmark Assessments High-Frequency Word Assessment Benchmark PDF Benchmark Assessments High-Frequency Word Assessments High-Frequency Word Administration & Analyses</p> <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Professional Development Instructional Guides Instructional Routines Booklet • Routine 2: High-Frequency Words, p. 4 • Routine 2: Teacher Alerts and Principal Look-Fors, p. 5 • Routine 2: High-Frequency Words Program Sample, p. 5</p> <p>Differentiation Supports Additional Routines Teacher’s Guide to High-Frequency Words What Are High-Frequency Words? Supporting Instruction of High-Frequency Words Use the Read/Spell/Write/Extend Routine Use Flashcards Build a Log of Cumulative Sentences Play <i>What’s Missing?</i> Play <i>Mix and Fix It</i></p>
<p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>High-Frequency Words Read-Spell-Write <i>For example:</i> <i>Spell the word aloud and have children repeat it. Briefly point out any letter-sounds or spellings children might already know and then highlight the irregular or unknown spellings that need to be remembered “by heart.”</i> <i>Say: The word where is spelled w-h-e-r-e. Spell it with me: w-h-e-r-e. What other words do you know that begin with the letters wh? Yes, what and where begin with the same letters. What letters are they? Then draw a heart over wh and another over ere. Tell children this is a word they must learn by heart. (TE p. 228)</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 154 • Unit 4, Lesson 18, SE/TE p. 228 • Unit 6, Lesson 30, SE/TE p. 376

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It/Daily Practice

Lesson 4: Tt

Children identify sounds of letters that differ in similarly spelled words, including *mat/sat*.

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

Lesson 11: Hh

Children identify sounds of letters that differ in similarly spelled words, including *has/had, his/hit, fan/can*.

- Unit 3, Lesson 11, SE/TEp. 141

Lesson 18: Gg

Children identify sounds of letters that differ in similarly spelled words, including *leg/beg, big/pig, bag/rag*.

- Unit 4, Lesson 18, SE/TE p. 227

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 4: Tt

Children identify sounds of letters that differ in similarly spelled words, including *mat/sat*.

- Unit 1, Lesson 4, TE p. 51

Lesson 11: Hh

Children identify sounds of letters that differ in similarly spelled words, including *his/hit, fan/can*.

- Unit 3, Lesson 11, TE p. 141

Lesson 18: Gg

Children identify sounds of letters that differ in similarly spelled words, including *leg/beg, big/pig, bag/rag*.

- Unit 4, Lesson 18, SE/TE p. 227

Related content (similarly spelled words/sounds of letters that differ)

Phonemic Awareness

TEACHER'S EDITION

Recognize and Produce Rhyme

For example:

Say three words: kiss, miss, jam. Ask: Which two words rhyme? Yes, /k/ /is/, kiss; /m/ /is/, miss. Kiss and miss rhyme because they both end in /is/. Then ask children to name other words that rhyme with kiss and miss.

Continue with these word sets.

*kid, hat, lid pass, kit, bit kick, sick, bus
dip, dim, Kim back, book, pack lock, sock, lot
(TE p. 208)*

- Unit 3, Lesson 12, TE p. 158

- Unit 4, Lesson 16, TE p. 208

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

STUDENT EDITION/TEACHER'S EDITION

Read Connected Text

Take-Home Book

Children read emergent-reader texts with purpose and understanding.

For example:

Preview and Predict *Read the title. Have children repeat. Describe the picture on the first page using key words to frontload vocabulary. Ask children to tell what they think the text is about and why, noting details in the picture and title.*

Check Comprehension *Ask questions about the text. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers.*

- Why does Bill go up the hill? Point to the words that tell you. What will Bill fill the pail with? How do you know?
- Why isn't there any water in the pail when Bill runs back down the hill? Point to details in the picture that show what happens.
- Why do you think Bill's dog follows him when he goes back up the hill with his pail?
- What could Bill do so that the water doesn't spill out this time?
(TE p. 192)

Lesson 15: LI

"Up and Down"

- Unit 3, Lesson 15, SE/TE pp. 191-192

Lesson 22: Short u

"The Bus"

- Unit 5, Lesson 22, SE/TE pp. 279-280

Lesson 27: Short Vowel Review

"Lots of Fun"

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

TE DIGITAL RESOURCES*

Units 1-6

Lessons 1-30

Instructional Resources: Take-Home Book Lesson Plan

Each Decodable Text Lesson Plan provides additional After Reading comprehension questions that help children read with purpose and demonstrate understanding.

Unit 3, Lesson 15: LI

"Up and Down" Lesson Plan

- Unit 3, Lesson 15

Unit 5, Lesson 22: Short u

"The Bus" Lesson Plan

- Unit 5, Lesson 22

Unit 6, Lesson 27: Short Vowel Review

"Lots of Fun" Lesson Plan

- Unit 6, Lesson 27

continued

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

continued

continued

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 15: LI

“Fill the Bins”

- Lesson 15, pp. 121–122

Lesson 22: Short u

“The Little Cub”

- Lesson 22, pp. 149–150

Lesson 27: Short Vowel Review

“Ned and Hal”

- Lesson 27, pp. 169–170

FLUENCY BOOSTER TEACHER’S COMPONENT*

Lessons 1–30

Decodable Text Lesson Plan

Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.

Lesson 15: LI

“Fill the Bins” Lesson Plan

Lesson 22: Short u

“The Little Cub” Lesson Plan

Lesson 27: Short Vowel Review

“Ned and Hal” Lesson Plan

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

continued

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

CONSONANTS/H, R, B, L

Level K (I)

“Up and Down”

Take-Home Book and Lesson Plan

SHORT VOWELS/SHORT U

Level K

“The Bus”

Take-Home Book and Lesson Plan

SHORT VOWELS/SHORT VOWEL REVIEW

Level K

“Ned and Hal”

Take-Home Book and Lesson Plan

Additional teacher support

TE DIGITAL RESOURCES*

Differentiation Supports

Additional Routines

Fluency Routines and Minilessons, Level K

- Lesson 2: Introduce the Repeated Reading Fluency Routine
- Lesson 3: Model Fluency: Pauses Between Words
- Lesson 5: Choral Read
- Lesson 11: Reader’s Theater
- Lesson 13: Audiobook Modeling
- Lesson 15: Echo Read/*Assess Fluency (wcpm)
- Lesson 21: Paired Repeated Readings
- Lesson 22: 2-Minute Drills

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

<p>L.WF.K.1. Demonstrate command of the conventions of writing.</p> <p>A. Match upper and lowercase letters.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Alphabet Uppercase Letters • Unit 1, Lesson 1, SE/TE pp. 9–10 Lowercase Letters • Unit 1, Lesson 2, SE/TE pp. 21–22 Uppercase and Lowercase Letters • Unit 1, Lesson 3, SE/TE pp. 35–36 Match Uppercase and Lowercase Letters <i>For example:</i> <i>Explain that on this page, children will match the uppercase letters to their lowercase forms.</i> <i>Guide children to complete the first set (A-C). Model the activity, pointing to each letter as you say: The first letter is uppercase A. I will look for lowercase a to make a match. Which letter shows lowercase a? That's right, the second letter. I will draw a line to match uppercase A and lowercase a. Complete the first set with children. Then have children complete the activity independently. Remind children to say the letters' names as they match them. (TE p. 49)</i> • Unit 1, Lesson 4, SE/TE pp. 49–50 • Unit 1, Lesson 5, SE/TE pp. 63–64 End-of-Book Resources Letter Cards (uppercase and lowercase letters) • SE/TE pp. 393–394 <u>TEACHER'S EDITION</u> Alphabet Recognition Match Uppercase and Lowercase Letters • Unit 1, Lesson 4, TE p. 54 Independent/Partner Work Alphabet Match Up • Unit 1, Lesson 4, TE p. 58</p>
<p>L.WF.K.1. Demonstrate command of the conventions of writing.</p> <p>B. Write upper and lowercase letters, with reference to a model</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 <p style="text-align: right;"><i>continued</i></p></p>

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

- L.WF.K.1. Demonstrate command of the conventions of writing.
- B. Write upper and lowercase letters, with reference to a model

continued

TE DIGITAL RESOURCES*

Assessment

- Formative Assessments
- Letter Formation Assessment

Handwriting

- 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: Mm, Nn, Oo, p. 219
 - Print Letters: Ss, Tt, Uu, p. 221
 - Print Letters: My Name, p. 224

Units 1–6

- Lessons 1–30
 - Instructional Resources
 - Letter Cards
 - Large Letter Cards

FLUENCY BOOSTER PRACTICE BOOK

Handwriting

For each two-page activity, children trace then write the lowercase letter in isolation several times before writing it multiple times in a word. Next, they trace then write the uppercase letter several times before tracing and writing a sentence with the letter.

Lowercase and Uppercase Letters

- Mm, Aa, Ss, Tt, Pp
 - Page 3–12
- Nn, Ii, Cc, Ff, Dd
 - Pages 13–22
- Hh, Oo, Rr, Bb, Ll
 - Pages 23–32
- Letter Formation Chart
 - Page 55
- Handwriting Practice
 - Pages 56–64

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.WF.K.1. Demonstrate command of the conventions of writing.
C. Write left to right and include a space between words.

TEACHER'S EDITION

Print Concepts

Understanding How Sentences Work
Words separated by spaces

For example:

Write the sentence on the board: *I can see a ball. Call on children to read the sentence and count the words. Guide children to understand that the words are separated by spaces. (TE p. 40)*

- Unit 1, Lesson 2, TE p. 26
- Unit 1, Lesson 3, TE p. 40
- Unit 1, Lesson 5, TE p. 68

Related content (read sentences from left to right)

TEACHER'S EDITION

Print Concepts

Understanding How Sentences Work
Read sentences from left to right.

For example:

Use "What Is It?" to review reading sentences from left to right. Write "What is it?" on the board. **Remind children that we read a sentence from left to right.** Move your finger left to right as you model reading each word. Then have children chorally read the sentence as you track the print. (TE p. 83)

- Unit 2, Lesson 6, TE p. 83

Related content (read/segment words from left to right)

TEACHER'S EDITION

Dictation

Think and Write

Read sentences from left to right.

For example:

Say the word web. Model segmenting the word sound by sound. **Move your hand from left to right as you go from one sound to the next** (/w/ /e/ /b/). Have children repeat. Ask: *How many sounds are in the word web?*

- Unit 6, Lesson 27, TE p. 339

L.WF.K.1. Demonstrate command of the conventions of writing.
D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

INTERACTIVE PRACTICE BUNDLE*

Sound Wall

Vowel Valley

Vowel Sound Cards

For example:

/a/	/ā/	/e/	/ē/
a cat	a acorn	e bed	e bee

Consonant Wall

Consonant Sound Cards

For example:

/h/	/m/	/p/	/s/
hat	mouse	pot	seal

SE = Student Edition / TE = Teacher's Edition

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LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.WF.K.1. Demonstrate command of the conventions of writing.
E. Write a common grapheme (letter or letter group) for each phoneme.

INTERACTIVE PRACTICE BUNDLE*

Sound Wall

Grapheme Wall
Phoneme/Grapheme Cards
For example:

/j/	/k/	/m/	/n/
j jam	k kite	m mouse	n nest
g gem	c can	mm hammer	kn knot
dge dodge	ck duck	mb lamb	gn gnat

L.WF.K.1. Demonstrate command of the conventions of writing.
F. Orally segment the phonemes in any single syllable, spoken word.

TEACHER'S EDITION

Phonemic Awareness

Oral Segmentation

For example:
Tell children they will be segmenting, or breaking apart, words. Say the words below, one at a time. **Ask children to segment each word sound by sound, then count the number of sounds.** Provide corrective feedback by modeling how to segment the word using sound boxes and counters.

it bit an ran
Ed Ted egg beg

(TE p. 217)

- 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

For example:
Guide children to orally segment the word sat in the sentence, then replace each counter with a spelling. (TE p. 221)

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

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).

STUDENT EDITION/TEACHER’S EDITION

Dictation

Think and Write/Listen and Spell

For example:

Think and Write

- Say the name of each picture for items 1 and 2. Have children repeat. Then have them write the letter for the first sound in the picture name.
- Say the word fan. Model segmenting the word sound by sound. Move your hand from left to right as you go from one sound to the next (/f/ /a/ /n/). Have children repeat. Ask: How many sounds are in the word fan?
- Guide children to connect each sound to a spelling. Say: What is the first sound in fan? That’s right, /f/. What letter do we write for that sound? [Write the letter f.] What is the next sound in fan? Yes, it’s /a/. What letter have we learned for the short a sound? (a) What is the last sound in fan? That’s right, /n/. What letter do we write for that sound? [Write the letter n.] (TE p. 120)

Lesson 9: Ff

- Unit 2, Lesson 9, SE p. 120/TE pp. 120–121, 123

Lesson 17: Short e

- Unit 4, Lesson 17, SE p. 220/TE pp. 220–221, 223

Lesson 22: Short u

- Unit 5, Lesson 22, SE p. 282/TE pp. 282–283, 285

INTERACTIVE PRACTICE BUNDLE*

Sound Wall

- Grapheme Wall
- Phonemes and Graphemes
- Phonemes/Graphemes Cards

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

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

High-Frequency Words

Spell/Write/Use in Context

For example:

Spell the word aloud and have children repeat it. Briefly point out any letter-sounds or spellings children might already know or that are the same as other words they have learned. (TE p. 92)

big

- Unit 2, Lesson 7, SE/TE p. 92

continued

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

- L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

continued

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

Cumulative Review

Build Fluency

- big*
- Unit 2, Lesson 7, SE/TE p. 100
- win, bag*
- Unit 4, Lesson 19, SE/TE p. 248

Independent Practice

Read and Write

- pen, bun, sun, bag*
- Unit 6, Lesson 27, SE/TE p. 347

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 7: Short i

- Unit 2, Lesson 7, TE p. 91

Lesson 19: Ww

- Unit 4, Lesson 19, TE p. 239

Lesson 27: Short Vowel Review

- Unit 6, Lesson 27, TE p. 339

Sound-Spelling/Blending

Cumulative Quick Check

- Unit 2, Lesson 7, TE pp. 92, 96, 98, 101
- Unit 4, Lesson 19, TE pp. 240, 244, 246, 249
- Unit 6, Lesson 27, TE pp. 340, 344, 346, 349

Teacher Table: Assessment

Extend the Assessment

Check on children's growing ability to spell this week's high-frequency words.

- Unit 2, Lesson 7 SE/TE p. 102
- Unit 4, Lesson 19 SE/TE p. 250
- Unit 6, Lesson 27 SE/TE p. 350

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

continued

~~~~~ **Spell VC Words** ~~~~~

STUDENT EDITION/TEACHER'S EDITION

**Introduction**

Daily Practice: Spell It

**Lesson 4: Tt**

CV word: *at*.

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

**High-Frequency Words**

Read-Spell-Write

VC word: *on*.

- Unit 1, Lesson 4, SE/TE p. 52

**Dictation**

Think and Write/Listen and Spell

VC word: *at*.

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

**Word Building**

Trace, Write, and Build

VC words: *on, at*.

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

~~~~~ **Spell CVC Words** ~~~~~

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice: Spell It

Lesson 9: Ff

CVC words: *fan, fat, fit*.

- Unit 2, Lesson 9, SE/TE p. 115

Lesson 18: Gg

CVC words: *leg, beg, big, pig*.

- Unit 4, Lesson 18, SE/TE p. 227

Lesson 23: Jj

CVC words: *jam, jet, jug*.

- Unit 5, Lesson 23, SE/TE p. 289

Dictation

Think and Write/Listen and Spell

CVC words: *fan, sit, fin*.

- Unit 2, Lesson 9, SE p. 120/TE pp. 120-121, 123

CVC words: *big, hen, can, get*.

- Unit 4, Lesson 18, SE p. 232/TE pp. 232-233, 235

CVC words: *jug, log*.

- Unit 5, Lesson 23, SE p. 294/TE pp. 294-295, 297

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

| | |
|--|---|
| <p><i>continued</i></p> <p>L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <p>C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</p> | <p><i>continued</i></p> <p>~~~~~ Spell CVC Words (continued) ~~~~~</p> <p>Word Building
Trace, Write, and Build
CVC words: <i>fat, fit</i>.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 56 <p>CVC words: <i>leg, big, dog</i>.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 233 <p>CVC words: <i>jet, job, jam</i>.</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 295 |
| <p>L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <p>D. Writing frequently used words accurately.</p> | <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>High-Frequency Words
Read-Spell-Write</p> <p><i>the</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 52 <p><i>like</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, SE/TE p. 66 <p><i>and</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 166 <p>Word Building
Trace, Write, and Build</p> <p><i>the</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 57 <p><i>like</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, SE/TE p. 71 <p><i>and</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 171 <p>Cumulative Review
Build Fluency</p> <p><i>the</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 60 • Unit 1, Lesson 5, SE/TE p. 74 <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports
Additional Routines</p> <ul style="list-style-type: none"> Teacher's Guide to High-Frequency Words What Are High-Frequency Words? Supporting Instruction of High-Frequency Words Use the Read/Spell/Write/Extend Routine Use Flashcards Build a Log of Cumulative Sentences Play <i>What's Missing?</i> Play <i>Mix and Fix It</i> |

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
E. Attempting phonetic spellings of unknown words.

STUDENT EDITION/TEACHER'S EDITION

Dictation

Think and Write/Listen and Spell

- Unit 3, Lesson 12, SE p. 158/TE pp. 158–159, 161
- Unit 5, Lesson 23, SE p. 294/TE pp. 294–295, 297
- Unit 6, Lesson 28, SE p. 356/TE pp. 356–357, 359

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
F. Writing initial and final consonant blends (must, slab, plump).

TEACHER'S EDITION

Word Study/Morphology

Blends

For example:

Write tan and Stan. Read aloud each word. Ask: What is different between these two words? Underline the st in Stan. Say: When two consonants are together in a word, you can often blend the sounds to read the word. Say and blend the sounds with me: /s/ /t/ /a/ /n/, /ssttaann/, Stan.

Repeat with these words: led/sled, tick/stick, pill/spill, pan/plan. Have children underline each blend. Then help them stretch the sounds to blend each word. (TE p. 269)

- Unit 5, Lesson 21, TE p. 269
- Unit 6, Lesson 26, TE p. 331

Teacher Table: Intervention

Word Study/Morphology: Blends

- Unit 5, Lesson 21, TE p. 269
- Unit 6, Lesson 26, TE p. 331

TE DIGITAL RESOURCES*

Blends and Digraphs

Blends and Digraphs Student Resources

Each lesson listed below includes the following Student pages:

- Introduction
- Connected Text
- Dictation
- Word Building: Trace, Write, and Build
- Word Sort: Sort It Out
- Independent Practice: Read and Write

Blends and Digraphs Instructional Resources

Each lesson listed below includes the following Teacher's Edition features:

- Phonemic Awareness: Oral Blending
- Introduce Sound-Spelling: Learn and Blend/Blend It/Corrective Feedback
- Read Connected Text: Read Together/Check Comprehension
- Dictation: Think and Write
- Word Building: Trace, Write, and Build
- Word Sort: Open Sort/Closed Sort
- Independent Practice: Read and Write

continued

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

continued

L.WF.K.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- F. Writing initial and final consonant blends (must, slab, plump).

continued

Blends and Digraphs

Lessons

l-Blends (bl, cl, fl, gl, pl, sl)

clap, clip, glad, flag, club, plan

s-Blends (sc, sk, sl, sm, sn, sp, st, sw)

spot, snap, swim, spin, snug, sled

r-Blends (br, cr, dr, fr, gr, pr, tr)

crab, grip, trap, frog, drop, grab, grin, trip

Digraphs sh, th

ship, shop, this

Digraph ch

chin, chat, chip, skip

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.WF.K.3. Demonstrate command of the conventions of sentence composition.
A. Repeat a sentence, identifying how many words are in the sentence.

TEACHER'S EDITION
Phonemic Awareness
Identify Words in Spoken Sentences
For example:
Tell children that they will count the words in sentences you say. Say: "I see Pat." Repeat, holding up a finger for each word: I, see, Pat. The sentence "I see Pat" has three words. Continue with these sentences: Sam sat on the mat. I like to nap. Can you tap? (TE p. 66)

- Unit 1, Lesson 1, TE p. 17
- Unit 1, Lesson 4, TE p. 52
- Unit 1, Lesson 5, TE p. 66

Print Concepts
Understanding How Sentences Work
For example:
Ask children to listen and count the words in this sentence: Sam sat on the rock. Have children repeat the sentence after you, holding up a finger for each word. Ask: How many words did you hear? That's right, five. (TE p. 54)

- Unit 1, Lesson 3, TE p. 40
- Unit 1, Lesson 4, TE p. 54
- Unit 3, Lesson 15, TE p. 193

L.WF.K.3. Demonstrate command of the conventions of sentence composition.
B. Write simple sentences.

This criterion is beyond the scope of this supplemental foundational skills program. A citation of related content is provided.

STUDENT EDITION/TEACHER'S EDITION
Word Sort
Sort It Out
Children write sentences in response to the end-of-activity question.
For example:
What did you notice about the words that have an e at the end? [The words that have a vowel and final e have a long vowel sound.] (SE/TE p. 370)

- Unit 6, Lesson 27, SE p. 346/TE pp. 346–347
- Unit 6, Lesson 26, SE p. 334/TE pp. 334–335
- Unit 6, Lesson 29, SE p. 370/TE pp. 370–371

Cumulative Review
Build Fluency
Children write sentences using lesson study words.
For example:
Have children write a sentence using the word provided on lines 3 and 4. (SE/TE p. 310)

- Unit 6, Lesson 28, SE/TE p. 360
- Unit 6, Lesson 29, SE p. 370/TE pp. 370–371
- Unit 6, Lesson 30, SE/TE p. 384

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.WF.K.3. Demonstrate command of the conventions of sentence composition.
C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

~~~~~ **Capitalize the First Word in a Sentence** ~~~~~

STUDENT EDITION/TEACHER'S EDITION

***Print Concepts***

Understanding How Sentences Work  
Capitalize the first word in a sentence.

*For example:*

Write "i am dan" and read it aloud. Guide children to note the errors in the sentence and correct them. **Remind children that every sentence starts with an uppercase letter and ends with an end mark; names and I also use uppercase letters.** (TE p. 243)

- Unit 2, Lesson 10, TE p. 131
- Unit 4, Lesson 16, TE p. 207
- Unit 4, Lesson 19, TE p. 243

TEACHER'S EDITION

***Teacher Table: Intervention***

Think and Write

**Reinforce the importance of starting a sentence with an uppercase letter and ending it with the correct end mark.**

- Unit 2, Lesson 10, TE p. 135
- Unit 4, Lesson 19, TE p. 247
- Unit 5, Lesson 25, TE p. 321

~~~~~ **Capitalize Proper Names** ~~~~~

STUDENT EDITION/TEACHER'S EDITION

High-Frequency Words

Read-Spell-Write/Use in Context

The pronoun *I*.

- Unit 1, Lesson 2, SE/TE p. 24

Word Building

Trace, Write, and Build

The pronoun *I*.

- Unit 1, Lesson 2, SE/TE p. 29

Cumulative Review

Build Fluency

The pronoun *I*.

- Unit 1, Lesson 2, SE/TE p. 32

continued

continued

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

| | |
|--|--|
| <p><i>continued</i></p> <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</p> | <p><i>continued</i></p> <p>~~~~~ Capitalize Proper Names (continued) ~~~~~</p> <p>TEACHER'S EDITION
Print Concepts
About Me
Capitalize the first letter in a name.
<i>For example:</i>
<i>Note that while many children will know how to write their names, they may not be familiar with primary writing lines. Model writing your name on primary writing lines. Say each letter name as you write, pointing out that you begin your name with an uppercase, or capital, letter. (TE p. 13)</i>
<i>For example:</i>
<i>Remind children that every sentence starts with an uppercase letter and ends with an end mark; names and I also use uppercase letters. (TE p. 243)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 10, TE p. 131 • Unit 4, Lesson 19, TE p. 243 <p>~~~~~ Include Spaces Between Words ~~~~~</p> <p>TEACHER'S EDITION
Print Concepts
Understanding How Sentences Work
Use sentences from the story to introduce the features of a sentence.
<i>For example:</i>
<i>Write the sentence on the board: I can run. Call on children to read the sentence and count the words. Guide children to understand that the words are separated by spaces. (TE p. 26)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 26 • Unit 1, Lesson 3, TE p. 40 • Unit 1, Lesson 5, TE p. 68 |
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>D. Use end punctuation.</p> | <p>TEACHER'S EDITION
Print Concepts
Understanding How Sentences Work
Recognize and name end punctuation.
<i>For example:</i></p> <ul style="list-style-type: none"> • Write the sentence "Ducks hop on the bus." Point to each word as you track the print. Guide children to count the words and name the end mark. Remind children that a period ends a telling sentence. • Write "What bad luck!" Name the exclamation mark and explain that it shows strong feeling. Have children read the sentence with strong feeling. • Name an end mark. Have partners find and read all the sentences or phrases with this end mark. (TE p. 281) <ul style="list-style-type: none"> • Unit 3, Lesson 11, TE p. 145 • Unit 3, Lesson 15, TE p. 193 • Unit 5, Lesson 22, TE p. 281 |

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LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K | FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS |
|--|---|
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>E. Use manipulatives or digital tools to construct complete sentences.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Cumulative Review</p> <p>Build Fluency</p> <p>For children needing additional support, display a set of word cards with all the high-frequency words previously taught. Display each word. Have children read, spell aloud, then build the word with letter cards..</p> <ul style="list-style-type: none"> • Unit 6, Lesson 28, SE/TE p. 360 • Unit 6, Lesson 29, SE p. 370/TE pp. 370–371 • Unit 6, Lesson 30, SE/TE p. 384 |
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>F. Write sentences with increasing complexity.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>TEACHER'S EDITION</u></p> <p>Print Concepts</p> <p>Understanding How Sentences Work</p> <p>Recognize and name end punctuation.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Write the sentence “Dan has hats.” Guide children to identify the period at the end of the sentence. • Then write “Do you like his hats?” Read the question and point to the question mark at the end. Guide children to explain that a question mark ends a sentence that asks a question. • Repeat with the sentence “I do!” Explain that an exclamation point shows excitement. (TE p. 145) <p><i>For example:</i></p> <ul style="list-style-type: none"> • Write the sentence “Ducks hop on the bus.” Point to each word as you track the print. Guide children to count the words and name the end mark. Remind children that a period ends a telling sentence. • Write “What bad luck!” Name the exclamation mark and explain that it shows strong feeling. Have children read the sentence with strong feeling. • Name an end mark. Have partners find and read all the sentences or phrases with this end mark. (TE p. 281) • Unit 3, Lesson 11, TE p. 145 • Unit 3, Lesson 15, TE p. 193 • Unit 5, Lesson 22, TE p. 281 |

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K | FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS |
|---|--|
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>I. With support, distinguish between a complete sentence and a sentence fragment.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Read Connected Text</p> <p>Take-Home Book</p> <p><i>For example:</i></p> <p>Check Comprehension Ask questions about the text. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers. (TE p. 192)</p> <p>Lesson 15: LI</p> <p>“Up and Down”</p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE pp. 191-192 <p>Lesson 22: Short u</p> <p>“The Bus”</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, SE/TE pp. 279-280 <p>Lesson 27: Short Vowel Review</p> <p>“Lots of Fun”</p> <ul style="list-style-type: none"> Unit 6, Lesson 27, SE/TE pp. 341-342 |
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. A citation of related content is provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Sort</p> <p>Sort It Out</p> <p>Children write a response to the end-of-activity question.</p> <p><i>For example:</i></p> <p><i>What did you notice about the words that have an e at the end? [The words that have a vowel and final e have a long vowel sound.] (SE/TE p. 370)</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 27, SE p. 346/TE pp. 346-347 Unit 6, Lesson 26, SE p. 334/TE pp. 334-335 Unit 6, Lesson 29, SE p. 370/TE pp. 370-371 <p>Cumulative Review</p> <p>Build Fluency</p> <p>Children write sentences using lesson study words.</p> <p><i>For example:</i></p> <p><i>Have children write a sentence using the word provided on lines 3 and 4. (SE/TE p. 310)</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 28, SE/TE p. 360 Unit 6, Lesson 29, SE p. 370/TE pp. 370-371 Unit 6, Lesson 30, SE/TE p. 384 |

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LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K | FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS |
|--|--|
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.WF.K.3. Demonstrate command of the conventions of sentence composition.</p> <p>L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
High-Frequency Words
Extend
Prompt children to expand on one sentence by adding descriptive details or combining two ideas using <i>and</i>.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 28 • Unit 3, Lesson 13, TE p. 168 • Unit 4, Lesson 17, TE p. 217 |
| <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>A. Use frequently occurring nouns and verbs.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
Read Connected Text
Take-Home Book
<i>First Read (Read Together)</i>
Determine if a difficult word is a noun or a verb.</p> <p>Lesson 15: LI
 "Up and Down"
 • Unit 3, Lesson 15, TE p. 192</p> <p>Lesson 22: Short u
 "The Bus"
 • Unit 5, Lesson 22, TE p. 280</p> <p>Lesson 27: Short Vowel Review
 "Lots of Fun"
 • Unit 6, Lesson 27, TE p. 342</p> |

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

| | |
|--|--|
| <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).</p> | <p>TEACHER'S EDITION
Word Study/Morphology
<i>For example:</i>
<i>Write book and books. Read aloud each word. Remind children that we can add -s to the end of a word to make it plural, or mean "more than one."</i>
<i>Write box and boxes and read the words. Say: We add -es to words that end with x when we want to make the word mean "more than one": box-es. Write these words: ax/axes, fox/foxes, six/sixes. Have children say each set, identify the plural, and underline the -es spelling. (TE p. 255)</i></p> <p>Plurals Nouns with -s</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 83 <p>Plurals Nouns with -es</p> <ul style="list-style-type: none"> • Unit 4, Lesson 20, TE p. 255 <p>Plural Nouns with -s</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 293 <p>Teacher Table: Intervention</p> <p>Word Study/Morphology: Plurals Nouns with -s</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 83 <p>Word Study/Morphology: Plurals Nouns with -es</p> <ul style="list-style-type: none"> • Unit 4, Lesson 20, TE p. 255 <p>Word Study/Morphology: Plural Nouns with -s</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 293 |
| <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> | <p>STUDENT EDITION/TEACHER'S EDITION
High-Frequency Words
Read-Spell-Write
<i>what</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 154 <p><i>where</i></p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 228 • Unit 6, Lesson 30, SE/TE p. 376 <p>TEACHER'S EDITION
Read Connected Text
Take-Home Book
<i>Check Comprehension</i>
<i>where, why</i></p> <ul style="list-style-type: none"> • Unit 3, Lesson 14, TE p. 180 <p><i>what, who</i></p> <ul style="list-style-type: none"> • Unit 4, Lesson 19, TE p. 242 <p><i>what, which, where, when</i></p> <ul style="list-style-type: none"> • Unit 6, Lesson 30, SE/TE p. 376 |

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K | FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS |
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| <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u>
High-Frequency Words
Read-Spell-Write/Use in Context
<i>to</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 66 <p><i>under</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 166 <p><i>down, up</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 15, SE/TE p. 190 <p><i>with</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 228 |
| <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>E. Produce and expand complete sentences in shared language activities.</p> | <p><u>TEACHER'S EDITION</u>
High-Frequency Words
Review/Extend
Children create oral sentences and expand on one sentence by adding descriptive details.</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE p. 155 Unit 4, Lesson 19, TE p. 241 Unit 5, Lesson 25, TE p. 315 |
| <p>L.KL.K.2. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.KL.K.2. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word..</p> | <p><u>TEACHER'S EDITION</u>
Word Study/Morphology
Inflectional Ending -s
<i>For example:</i>
<i>Write the word digs. Ask: What word do you see in digs? Guide children in separating the base word dig from the -s ending to identify the word. Then guide them in blending dig and the -s ending to read digs. Remind children that the -s ending sometimes makes the /z/ sound. Repeat with the following words: gets, begs, robs, fills. To read each word, have children first find the base word in the given word. (TE p. 231)</i></p> <p>Teacher Table: Intervention
Word Study/Morphology: Inflectional Ending -s
Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 95 Unit 4, Lesson 18, TE p. 231 Unit 5, Lesson 24, TE p. 305 |

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

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| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K | FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS |
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| <p>L.KL.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> | <p>TEACHER'S EDITION
Sound Sort
Sort It Out
Children look at the picture cards and say each picture name. Then they sort the pictures by beginning sound.
<i>For example:</i>
Open Sort Say each picture name with children to make sure they know all the words. Have partners discuss ways to sort the words. Invite children to share their ideas and model their sorts. This is a good way to see how children are thinking about words and sounds.
(TE p. 334)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE p. 59/TE pp. 58–59 • Unit 3, Lesson 14, SE p. 185/TE pp. 184–185 • Unit 6, Lesson 26, SE p. 335/TE pp. 334–335 |
| <p>L.KL.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.KL.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT EDITION/TEACHER'S EDITION
Introduction
Daily Practice: Write About It
Children use study words to create a story</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 23 • Unit 3, Lesson 13, SE/TE p. 165 • Unit 4, Lesson 17, SE/TE p. 215 <p>TEACHER'S EDITION
Read Connected Text
Take-Home Book
Comprehension questions help children explore personal connections to words in the story.
<i>For example:</i>
<i>What is the last thing the rat ran under? How does the rat feel about this? Point to details in the pictures and to words that show or tell how the rat feels. (TE p. 168)</i></p> <p>“I Can”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 25 <p>“Uh-oh!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 168 <p>“Ten Little Men”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 242 |

LANGUAGE DOMAIN – KINDERGARTEN

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE K

FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS

L.KL.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

This criterion is beyond the scope of this supplemental foundational skills program.