

From Phonics to Reading

Correlation to the Maryland College and Career Ready Standards for English Language Arts

Grade K



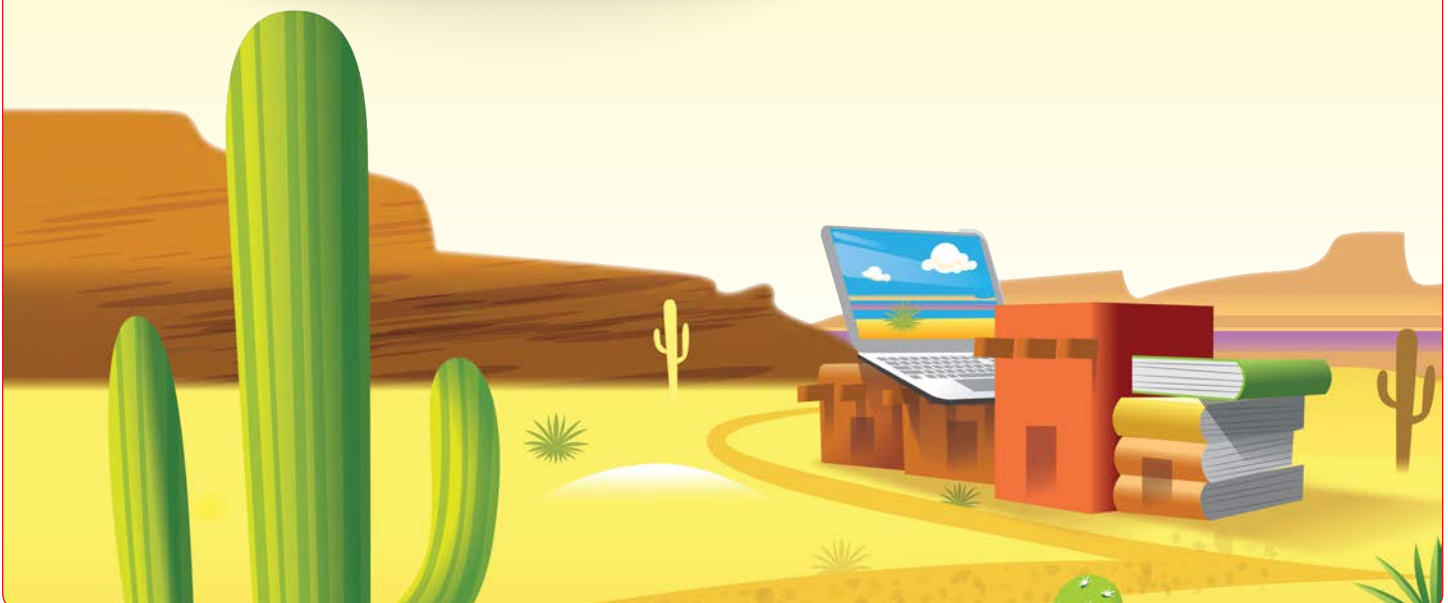
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READING FOUNDATIONAL SKILLS STANDARDS

Print Concepts

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

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.
What Can You Do with the Assessment Results?
Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.
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.

RF.K.1 Demonstrate understanding of the organization and basic features of print.
b. Recognize that spoken words are represented in written language by specific sequences of letters.

TEACHER'S EDITION
Print Concepts
Identify Words in Spoken Sentences
Use sentences from the lesson Take-Home Book to review proper sentence construction.
For example:
Tell children that you will say a sentence. They will repeat the sentence and count the words they hear. Say: The sentence is "I can sing." Repeat, holding up a finger for each word: I, can, sing. The sentence "I can sing" has three words. Have children say and count the words in these sentences: We like school. Do you like cats? I like cats and dogs. Have children say sentences for you to count the number of words. (TE p. 24)

- Unit 1, Lesson 2, TE p. 24
- Unit 1, Lesson 4, TE p. 52
- Unit 1, Lesson 5, TE p. 66

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READING FOUNDATIONAL SKILLS STANDARDS

Print Concepts

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

<p><i>continued</i></p> <p>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><i>continued</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Assessment</p> <p>Formative Assessments</p> <p>Print Concepts Assessment</p> <p>Use the Observation Checklist and Prompts to formally assess each child’s mastery of the basic features of print.</p> <p>What Can You Do with the Assessment Results?</p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Teacher’s Guide to Print Concepts</p> <p>What Are Print Concepts?</p> <p>Beginning readers need to 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>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>TEACHER’S EDITION</p> <p>Print Concepts</p> <p>Understanding How Sentences Work</p> <p>Use sentences from the story to introduce the features of a sentence.</p> <p><i>For example:</i></p> <p><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*</p> <p>Assessment</p> <p>Formative Assessments</p> <p>Print Concepts Assessment</p> <p>Use the Observation Checklist and Prompts to formally assess each child’s mastery of the basic features of print.</p> <p>What Can You Do with the Assessment Results?</p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Teacher’s Guide to Print Concepts</p> <p>What Are Print Concepts?</p> <p>Supporting Instruction of Print Concepts</p> <p>Words and Spaces</p> <p>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>

READING FOUNDATIONAL SKILLS STANDARDS

Print Concepts

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

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.

STUDENT EDITION/TEACHER'S EDITION

Alphabet

Uppercase Letters

- Unit 1, Lesson 1, SE/TE pp. 9–10

Alphabet

Take-Home Book: My ABC Book

- Unit 1, Lesson 1, SE/TE pp. 11–12

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
- Unit 1, Lesson 5, SE/TE pp. 63–64

Cumulative Review

Uppercase Letters

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

TEACHER'S EDITION

Alphabet Recognition

- Unit 1, Lesson 1, TE p. 11
- Unit 1, Lesson 2, TE p. 26
- Unit 1, Lesson 4, TE p. 54

Teacher Table: Assessment

Letter-Name and Letter-Sound Assessments

- Unit 1, Lesson 1, TE p. 20

Learning Center

Alphabet Corner

- Unit 1, Lesson 2, TE p. 22

Alphabet Review

Identify Lowercase Letters

- Unit 1, Lesson 3, TE p. 40

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.

What Can You Do with the Assessment Results?

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

READING FOUNDATIONAL SKILLS STANDARDS

Phonological Awareness

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

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

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

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Five Basic Types of Activities

Activity Type 1: Rhyme and Alliteration

- Rhyme, p. 3

Activity Type 2: Oddity Tasks (phoneme categorization)

- Rhyme

Modeling the Tasks

Rhyme Routine

Lesson includes

Step 1: Introduce

Step 2: Model (I Do)

Step 3: Guided Practice/Practice (We Do/You Do)

Corrective Feedback

Multimodal and Multisensory Supports.

- Page 4

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 7: Phonemic Awareness: Rhyme

Routine Steps and resources include

Step 1: Introduce

Step 2: Model (I Do)

Step 3: Guided Practice/Practice (We Do/You Do)

Sample Teacher Talk

Corrective Feedback

Multimodal and Multisensory Supports.

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

continued

TEACHER'S EDITION

Phonemic Awareness

Clap Syllables

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

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonological Awareness

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

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

continued

Phonemic Awareness

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 soccer kick kicker

(TE p. 75)

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

Phonemic Awareness

Blend Syllables

- Unit 1, Lesson 1, TE p. 14
- Unit 1, Lesson 2, TE p. 30

Phonemic Awareness

Oral Blending

- Unit 2, Lesson 10, TE p. 127
- Unit 3, Lesson 11, TE p. 141
- Unit 3, Lesson 15, TE p. 191

Phonemic Awareness

Oral Segmentation

- Unit 2, Lesson 10, TE p. 129
- Unit 3, Lesson 11, TE p. 143
- Unit 3, Lesson 14, TE p. 179

Phonemic Awareness

Phonemic Manipulation: Delete Syllables

Children clap to segment syllables.

- Unit 6, Lesson 27, TE p. 349
- Unit 6, Lesson 28, TE p. 361

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 8: Phonemic Awareness: Oral Blending

Routine 9: Phonemic Awareness: Oral Segmentation

Routine Steps and resources include

Step 1: Introduce

Step 2: Model (I Do)

Step 3: Guided Practice/Practice (We Do/You Do)

Sample Teacher Talk

Corrective Feedback

Multimodal and Multisensory Supports.

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READING FOUNDATIONAL SKILLS STANDARDS

Phonological Awareness

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Blend and segment onsets and rimes of single-syllable spoken words.

TEACHER'S EDITION

Phonemic Awareness

Oral Blending

For example:

Onset and Rime Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences. Ask children to blend the sounds together to make a word.

/s/ /at/ /k/ /at/ /m/ /at/ /p/ /at/
/m/ /an/ /k/ /an/ /p/ /an/ /t/ /an/

(TE p. 47)

- Unit 1, Lesson 3, TE pp. 35, 47
- Unit 1, Lesson 5, TE p. 63
- Unit 2, Lesson 6, TE p. 79

Oral Segmentation

For example:

Onset and Rime Tell children they will be segmenting, or breaking apart, words. Say the words below, one at a time. Ask children to segment each word by beginning sound and the rest of the word (onset and rime).

did Dan mad dash

(TE p. 132)

- Unit 2, Lesson 10, TE pp. 129, 132
- Unit 3, Lesson 13, TE pp. 167, 170
- Unit 3, Lesson 14, TE pp. 179, 182

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Five Basic Types of Activities

Activity Type 3: Oral Blending

2. Onset and rime

Activity Type 4: Oral Segmentation (including counting sounds)

2. Onset and rime

Modeling the Tasks

Oral Blending Routine (Onset/Rime)

Oral Segmentation Routine (Onset/Rime)

Lesson includes

Step 1: Introduce

Step 2: Model (I Do)

Step 3: Guided Practice/Practice (We Do/You Do)

Corrective Feedback

Connect to Spelling

Multimodal and Multisensory Supports.

- Pages 8–9

READING FOUNDATIONAL SKILLS STANDARDS

Phonological Awareness

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

TEACHER'S EDITION

Phonemic Awareness

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

Phonemic Awareness

- 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

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)	it	kit	fit	sock
(middle)	kick	rip	map	lock
(end)	hill	job	pack	sad

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

Phonemic Awareness

- 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

Teacher Table: Intervention

- 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

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READING FOUNDATIONAL SKILLS STANDARDS

Phonological Awareness

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

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

continued

continued

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 Awareness

Phonemic Manipulation: Add Sounds

- Unit 6, Lesson 28, TE p. 356

- Unit 6, Lesson 29, TE p. 368

Phonemic Awareness

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

Overview

Phonological Awareness Scope and Sequence Rationale

Five Basic Types of Activities

Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)

Modeling the Tasks

Phonemic Manipulation Routine (Substitution)

Phonemic Manipulation Routine (Addition)

Lesson includes

Step 1: Introduce

Step 2: Model (I Do)

Step 3: Guided Practice/Practice (We Do/You Do)

Corrective Feedback

Multimodal and Multisensory Supports.

- Pages 10–11

continued

READING FOUNDATIONAL SKILLS STANDARDS

Phonological Awareness

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

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

continued

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 and resources include
Step 1: Introduce
Step 2: Model (I Do)
Step 3: Guided Practice/Practice (We Do/You Do)
Sample Teacher Talk
Corrective Feedback
Multimodal and Multisensory Supports.
• Pages 21–23

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Hh

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

Bb

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

Gg

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

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

Hh

- Unit 3, Lesson 11, TE p. 141

Bb

- Unit 3, Lesson 14, TE p. 177

Gg

- Unit 4, Lesson 18, TE p. 227

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

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

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Lesson 2: Short a

- Unit 1, Lesson 2, SE/TE p. 23

Lesson 7: Short i

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

Lesson 12: Short o

- Unit 3, Lesson 12, SE/TE p. 153

Lesson 17: Short e

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

Lesson 22: Short u

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

Lesson 27: Short Vowel Review

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

Lesson 28: Long Vowels (e, i, o)

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

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READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

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

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Dictation

Think and Write

- Unit 1, Lesson 2, SE p. 28/TE pp. 28–29, 31
- Unit 2, Lesson 7, SE p. 96/TE pp. 96–97, 99
- Unit 3, Lesson 12, SE p. 158/TE pp. 158–159, 161
- 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 27, SE p. 344/TE pp. 344–345, 347
- 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 p. 30/TE pp. 30–31

Children that they will now sort the words according to the short vowel sound: /a/ or /i/.

- Unit 2, Lesson 7, SE p. 98/TE pp. 98–99
- Unit 3, Lesson 12, SE p. 160/TE pp. 160–161
- Unit 4, Lesson 17, SE p. 222/TE pp. 222–223
- Unit 5, Lesson 22, SE p. 284/TE pp. 284–285

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 27, SE p. 346/TE pp. 346–347
- Unit 6, Lesson 28, SE p. 358/TE pp. 358–359

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 2, Lesson 7, SE/TE p. 99
- Unit 3, Lesson 12, SE/TE p. 161
- Unit 4, Lesson 17, SE/TE p. 223
- Unit 5, Lesson 22, SE/TE p. 285
- Unit 6, Lesson 27, SE/TE p. 347
- Unit 6, Lesson 28, SE/TE p. 359

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READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

<i>continued</i>	<i>continued</i>
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 34 Unit 2, Lesson 7, SE/TE p. 102 Unit 3, Lesson 12, SE/TE p. 164 Unit 4, Lesson 17, SE/TE p. 226 Unit 5, Lesson 22, SE/TE p. 288 Unit 6, Lesson 27, SE/TE p. 350 Unit 6, Lesson 28, SE/TE p. 362 <p><u>TEACHER'S EDITION</u> Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Lesson 2: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 23 <p>Lesson 7: Short i</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 91 <p>Lesson 12: Short o</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE p. 153 <p>Lesson 17: Short e</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 215 <p>Lesson 22: Short u</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, TE p. 277 <p>Lesson 27: Short Vowel Review</p> <ul style="list-style-type: none"> Unit 6, Lesson 27, TE p. 339 <p>Lesson 28: 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> Assessment Benchmark (PDF) Benchmark Assessments Phonics Quick Check Benchmark Assessments Administration & Analyses Phonics Quick Check Administration & Analyses</p>
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> High-Frequency Words 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> High-Frequency Words 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 style="text-align: center;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

<p><i>continued</i></p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview High-Frequency Words Decodable Text Word Analyses</p> <p>Professional Development Instructional Guides Instructional Routines Booklet</p> <ul style="list-style-type: none"> • 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>Assessment Benchmark (Interactive) Benchmark Assessments High-Frequency Word Assessment Benchmark PDF Benchmark Assessments High-Frequency Word Assessments High-Frequency Word Administration & Analyses</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>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Tt Children identify sounds of letters that differ in similarly spelled words, including <i>mat/sat</i>.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 51 <p>Hh Children identify sounds of letters that differ in similarly spelled words, including <i>his/hit, fan/can</i>.</p> <ul style="list-style-type: none"> • Unit 3, Lesson 11, SE/TEp. 141 <p>Gg Children identify sounds of letters that differ in similarly spelled words, including <i>leg/beg, big/pig, bag/rag</i>.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 227 <p><i>continued</i></p>

READING FOUNDATIONAL SKILLS STANDARDS

Phonics and Word Recognition

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

continued

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

Tt

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

- Unit 1, Lesson 4, TE p. 51

Hh

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

- Unit 3, Lesson 11, TE p. 141

Gg

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

- Unit 2, Lesson 8, TE p. 109

Related content

Phonemic Awareness

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

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

RF.K.4 Read emergent-reader texts with purpose and understanding.

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, SE/TE pp. 191-192

Unit 5, Lesson 22: Short u

"The Bus" Lesson Plan

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

Unit 6, Lesson 27: Short Vowel Review

"Lots of Fun" Lesson Plan

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

continued

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

RF.K.4 Read emergent-reader texts with purpose and understanding.

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: Ll

“Fill the Bins”

- Take-Home Book, pp. 121–122
- Comprehension and Vocabulary, p. 123
- Writing, p. 124

Lesson 22: Short u

“The Little Cub”

- Take-Home Book, pp. 149–150
- Comprehension and Vocabulary, p. 151
- Writing, p. 152

Lesson 27: Short Vowel Review

“What a Pair!”

- Take-Home Book, pp. 169–170
- Comprehension and Vocabulary, p. 171
- Writing, p. 172

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: Ll

“Fill the Bins” Lesson Plan

Lesson 22: Short u

“The Little Cub” Lesson Plan

Lesson 27: Short Vowel Review

“What a Pair!” Lesson Plan

continued

READING FOUNDATIONAL SKILLS STANDARDS

Fluency

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

RF.K.4 Read emergent-reader texts with purpose and understanding.

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

LANGUAGE STANDARDS

Contents of Standard English

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print many upper- and lowercase letters.

STUDENT EDITION/TEACHER'S EDITION

Handwriting

Trace and Write

For example:

Model how to form Gg. Have children trace and then write Gg. Remind children to say the letter's name and sound each time they trace or write it. This will accelerate their mastery of the letter-sound connection. (TE p. 231)

Lesson 1: Mm

- Unit 1, Lesson 1, SE/TE p. 16

Lesson 7: Short i

- Unit 2, Lesson 7, SE/TE p. 95

Lesson 18: Gg

- 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*

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

continued

continued

LANGUAGE STANDARDS

Contents of Standard English

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K	FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p>	<p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Handwriting</p> <p>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.</p> <p>Lowercase and Uppercase Letters</p> <p>Mm, Aa, Ss, Tt, Pp</p> <ul style="list-style-type: none"> • Page 3-12 <p>Nn, Ii, Cc, Ff, Dd</p> <ul style="list-style-type: none"> • Pages 13-22 <p>Hh, Oo, Rr, Bb, Ll</p> <ul style="list-style-type: none"> • Pages 23-32 <p>Kk, Ee, Gg, Ww, Xx</p> <ul style="list-style-type: none"> • Pages 33-42 <p>Vv, Uu, Jj, Qq, Yy, Zz</p> <ul style="list-style-type: none"> • Pages 43-54 <p>Letter Formation Chart</p> <ul style="list-style-type: none"> • Page 55 <p>Handwriting Practice</p> <ul style="list-style-type: none"> • Pages 56-64
<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Handwriting</p> <p>Trace and Write</p> <p>Lesson 7: Short i</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 91 <p>Lesson 11: Hh</p> <ul style="list-style-type: none"> • Unit 3, Lesson 11, SE/TE p. 141 <p>Lesson 27: Short Vowel Review</p> <ul style="list-style-type: none"> • Unit 6, Lesson 27, SE/TE p. 339 <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Letter Formation Cards</p> <p>Letter Formation Chart</p> <p>Letter Formation Practice</p> <ul style="list-style-type: none"> • Print Letters: Aa, Bb, Cc, p. 215 • Print Letters: Dd, Ee, Ff, p. 216 • Print Letters: Gg, Hh, Ii, p. 217 • Print Letters: Mm, Nn, Oo, p. 219 • Print Letters: Pp, Qq, Rr, p. 220 • Print Letters: Ss, Tt, Uu, p. 221 • Print Letters: Yy, Zz, p. 223 • Print Letters: My Name, p. 224 <p>Each Unit/Lesson</p> <p>Instructional Resources</p> <p>Letter Cards</p> <p>Large Letter Cards</p> <p style="text-align: center;"><i>continued</i></p>

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LANGUAGE STANDARDS

Contents of Standard English

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K	FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p style="text-align: center;"><i>continued</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports</p> <p>ABC Express Student Resources/Instructional Resources Lessons include Introduction, Connected Text, Dictation, Sound Sort, and Assessment.</p> <p><i>For example:</i></p> <p>Lesson 7: ABC Express Add-on Practice and Application Activities</p> <p>Introduction: Learn and Blend Say: r...r...r...Ready, set, race 'round the racetrack. Repeat and have children join in. Explain that /r/ is spelled with the letter r. Guide children to find the words Ready, race, 'round, and racetrack and underline the R or r in each word.</p> <p>Say: g...g...g...Gulp the grape juice. So good! Repeat and have children join in. Explain that /g/ is spelled with the letter g. Guide children to find the words Gulp, grape, and good and underline the G or g in each word.</p> <p>Introduction: Blend It Guide children to say the sound for each letter in the first line and then blend the word lines and sentence. Model blending the first word. Then have children chorally blend the remaining words and sentence.</p> <p>Connected Text Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Then have children reread the sentence with the corrected word.</p> <p>Dictation: Think and Write Say each picture name 1. rope; 2. goose; 3. guitar; 4. rose. Have children write the letter for the first sound of the picture name. 1. r; 2. g; 3. g; 4. r.</p> <p>Dictation: Listen and Spell Say the following words, one at a time, and have children write each word. 5. rat 6. got. Write the answers for children to self-correct their work.</p> <p>Sound Sort: Sort It Out Guide children to find and cut out the ABC Express Picture Cards for Lesson 7. Say each picture name. Have children sort by beginning sound. Rr: rainbow, red, robot, rose; Gg: gate, goose, girl, guitar. Circulate and check children's sorts. Have children name other words with r and g.</p> <p>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</p>

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K	FROM PHONICS TO READING, LEVEL K / GRADE K – EXAMPLE CITATIONS
<p>L.K.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p><i>These criteria are beyond the scope of this supplemental foundational skills program.</i></p>
<p>L.K.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>TEACHER'S EDITION 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> <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 <p>Teacher Table: Intervention 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
<p>L.K.5 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, TE pp. 58–59 • Unit 3, Lesson 14, TE pp. 184–185 • Unit 6, Lesson 26, TE pp. 334–335
<p>L.K.5 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>These criteria are 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.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 10, TE pp. 129–130 • Unit 4, Lesson 19, TE pp. 241–242 • Unit 6, Lesson 30, TE pp. 377–378

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

L.K.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

These criteria are beyond the scope of this supplemental foundational skills program. Citations of related content are provided.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice
Write About It
Children use study words to create a story based on their own experiences.

Lesson 2: Aa

- Unit 1, Lesson 2, SE/TE p. 23

Lesson 13: Rr

- Unit 3, Lesson 13, SE/TE p. 165

Lesson 17: Short e

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

TEACHER'S EDITION

Read Connected Text

Take-Home Book
Comprehension questions help children explore personal connections to words in the story.

For example:

Check Comprehension *Which of the activities in the story make you happy? Why? (TE p. 25)*

Lesson 2: Aa

"I Can"

- Unit 1, Lesson 2, TE p. 25

Lesson 13: Rr

"Uh-oh!"

- Unit 3, Lesson 13, TE p. 168

Lesson 17: Short e

"Ten Little Men"

- Unit 4, Lesson 17, TE p. 242

L.K.5 With guidance and support from adults, demonstrate understanding of 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.

These criteria are beyond the scope of this supplemental foundational skills program. Citations of related content are provided.

TEACHER'S EDITION

Teacher Table: English Learners

Vocabulary

Act out the meaning of lesson words.

For example:

Each day, select several words from the Blend It lines on Student Book, page 165. Focus on words whose meanings can be explained or demonstrated in a concrete way. For example, show a picture of a rat and rock. Pantomime running then stopping for ran and tearing a piece of paper for rip. (TE p. 165)

- Unit 3, Lesson 13, TE p. 165
- Unit 4, Lesson 19, TE p. 239
- Unit 6, Lesson 29, TE p. 363

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice
Write About It
Children use study words to create a story based on their own experiences.

Lesson 2: Aa

- Unit 1, Lesson 2, SE/TE p. 23

Lesson 13: Rr

- Unit 3, Lesson 13, SE/TE p. 165

Lesson 17: Short e

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

STUDENT EDITION/TEACHER'S EDITION

Dictation

Think and Write/Listen and Spell
Children write teacher-dictated words and phrases.

- Unit 1, Lesson 2, SE p. 28/TE pp. 28–29, 31
- Unit 3, Lesson 13, SE p. 170/TE pp. 170–171, 173
- Unit 4, Lesson 17, SE p. 220/TE pp. 220–221, 223

Cumulative Review

Building Fluency
Children complete and write sentences using lesson study words.

- Unit 1, Lesson 2, SE/TE p. 32
- Unit 3, Lesson 13, SE/TE p. 174
- Unit 4, Lesson 17, SE/TE p. 224

Writing Extension

Write About It
Children reread the Take-Home Book then draw a picture. They use newly learned words to write one or more sentences about about the story.

- Unit 1, Lesson 5, SE/TE p. 75
- Unit 3, Lesson 13, SE/TE p. 175
- Unit 6, Lesson 29, SE/TE p. 373

TEACHER'S EDITION

Read Connected Text

Take-Home Book
Children respond to the story as they discuss with a partner answers to comprehension questions.

For example:

Check Comprehension *Which of the activities in the story make you happy? Why? (TE p. 25)*

Lesson 2: Aa

“I Can”

- Unit 1, Lesson 2, TE p. 25

Lesson 13: Rr

“Uh-oh!”

- Unit 3, Lesson 13, TE p. 168

Lesson 17: Short e

“Ten Little Men”

- Unit 4, Lesson 17, TE p. 242

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LANGUAGE STANDARDS

Vocabulary Acquisition and Use

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE K

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

continued

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

continued

High-Frequency Words

Extend

Prompt children to expand on one sentence by adding descriptive details or combining two ideas using *and*.

- Unit 1, Lesson 5, TE pp. 67-68
- Unit 3, Lesson 15, TE pp. 191-192
- Unit 6, Lesson 29, TE pp. 365-366