

# From Phonics to Reading

Correlation to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, Adopted 2017

**Grade K**



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**§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.**

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p>(A) demonstrate phonological awareness by</p> <p>(i) identifying and producing rhyming words;</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p>Recognize Rhyme</p> <p><i>For example:</i> <i>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:</i></p> <p><i>tip, sip, man      pot, can, fan      mop, sun, top</i> <i>see, tea, say      cap, met, let      big, tag, fig</i></p> <p>(TE p. 93)</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 33</li> <li>• Unit 1, Lesson 4, TE p. 56</li> <li>• Unit 2, Lesson 7, TE p. 93</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Recognize and Produce Rhyme</p> <p><i>For example:</i> <i>Say: sun, top, mop. Ask: Which two words rhyme? Listen: /t/ /op/, top; /m/ /op/, mop. Top and mop rhyme because they both end in /op/. Ask children to name other words that rhyme with top and mop. Continue with these word sets.</i></p> <p><i>ten, pen, map      fox, bad, mad      pond, hand, band</i> <i>not, hut, hot      pot, slot, wet      flock, stack, stock</i></p> <p>(TE p. 158)</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 9, TE p. 117</li> <li>• Unit 3, Lesson 12, TE p. 158</li> <li>• Unit 4, Lesson 16, TE p. 208</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Professional Development</b></p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p><b>Routine 7: Phonemic Awareness: Rhyme</b></p> <p><i>For example:</i> <i>Once students are skilled at identifying rhyming words, progress to having them generate words that rhyme with a word or series of words you provide (i.e., What words rhyme with big and dig?).</i></p> <p><i>Routine Steps and resources include</i></p> <p><i>Step 1: Introduce</i> <i>Step 2: Model (I Do)</i> <i>Step 3: Guided Practice/Practice (We Do/You Do)</i> <i>Sample Teacher Talk</i> <i>Corrective Feedback</i> <i>Multimodal and Multisensory Supports</i></p> <ul style="list-style-type: none"> <li>• Page 17</li> </ul>

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<p>(A) demonstrate phonological awareness by</p> <p>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p>Alliteration</p> <p><i>For example:</i> Say three words: Sam, sat, sad. Ask children what all these words have in common. Point out that they all begin with the /s/ sound. Ask children to name other words that begin with /s/. List them and circle the initial letter s. Challenge children to use a few words to make up silly alliterative sentences or phrases, such as Sad Sam sat on some spaghetti sauce. (TE p. 44)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, TE p. 44</li> <li>Unit 4, Lesson 19, TE p. 249</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Recognize and Produce Rhyme and Alliteration</p> <p><i>For example:</i> Say: get, go, goat zag, zoo, zip wag, wish, well. Ask: What's the beginning sound? Have children name other words with the same beginning sound. (TE p. 337)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 23, TE p. 299</li> <li>Unit 6, Lesson 26, TE p. 337</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p>Five Basic Types of Activities</p> <p><b>Activity Type 1: Rhyme and Alliteration</b></p> <p><i>Say aloud a sentence containing words that mostly begin with the same sound, as in "Six seals sell sandwiches at the seashore," and have students identify the repeated sound.</i></p> <ul style="list-style-type: none"> <li>2. Alliteration, p. 2</li> </ul> <p>Common Instructional Issues Addressed in <i>From Phonics to Reading</i></p> <p><b>1: There is an overfocus on rhyme, instead of the power skills of oral blending and oral segmentation, which have stronger reading and writing payoff.</b></p> <p><i>Recent research states that "focusing early phonemic awareness instruction on blending, segmenting, and manipulating phonemes has been shown to produce greater improvements in phonemic awareness and future reading achievement in young children than time spent on rhyming and alliteration" (Reutzel, 2015; Yeh &amp; Connell, 2008). Although rhyme and alliteration activities and associated books are plentiful and loads of fun, the instructional benefit isn't as strong as devoting the majority of your instructional time to working with words at the phoneme, or sound, level.</i></p>

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<p>(A) demonstrate phonological awareness by</p> <p>(iii) identifying the individual words in a spoken sentence;</p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Identify Words in Spoken Sentences <i>For example:</i> 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)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 17</li> <li>Unit 1, Lesson 2, TE p. 24</li> <li>Unit 4, Lesson 5, TE p. 66</li> </ul> <p><b>Print Concepts</b> Understanding How Sentences Work Children listen and count the words in the spoken sentence. <i>For example:</i> Ask children to listen and count the words in this sentence: I can see a ball. 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. 40)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, TE p. 40</li> <li>Unit 1, Lesson 4, TE p. 54</li> <li>Unit 1, Lesson 5, TE p. 68</li> </ul>								
<p>(A) demonstrate phonological awareness by</p> <p>(iv) identifying syllables in spoken words;</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Clap Syllables <i>For example:</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. 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. Continue by having children repeat these words and then say and clap the syllables.</p> <table border="0"> <tr> <td><i>lunch</i></td> <td><i>lunchbox</i></td> <td><i>rain</i></td> <td><i>raincoat</i></td> </tr> <tr> <td><i>milk</i></td> <td><i>sandwich</i></td> <td><i>apple</i></td> <td><i>snack</i></td> </tr> </table> <p>(TE p. 28)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 11</li> <li>Unit 1, Lesson 2, TE p. 28</li> </ul> <p style="text-align: center;"><i>continued</i></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>
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by (iv) identifying syllables in spoken words;</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Phonemic Awareness</b> Clap and Count Syllables <i>For example:</i> Say cut and haircut, and have children repeat them. Ask: Which word is longer, cut or haircut? <i>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.</i></p> <table border="0"> <tr> <td>toe</td> <td>tiptoe</td> <td>ball</td> <td>baseball</td> </tr> <tr> <td>cow</td> <td>cowboy</td> <td>kick</td> <td>kicker</td> </tr> </table> <p>(TE p. 75) • Unit 1, Lesson 5, TE pp. 72, 75</p>	toe	tiptoe	ball	baseball	cow	cowboy	kick	kicker
toe	tiptoe	ball	baseball						
cow	cowboy	kick	kicker						
<p>(A) demonstrate phonological awareness by (v) blending syllables to form multisyllabic words;</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Blend Syllables <i>For example:</i> Remind children that words have parts called syllables. Tell children they will put together syllables to say words. Say: The syllables are cup-cake. Say the syllables with me, and then put them together to say the word: cup-cake, cupcake. <i>The word is cupcake. Continue with the following syllables:</i></p> <table border="0"> <tr> <td>bath-tub</td> <td>out-side</td> <td>sun-set</td> <td>pea-nut</td> </tr> <tr> <td>hap-py</td> <td>gar-den</td> <td>mit-ten</td> <td>tun-nel</td> </tr> </table> <p>(TE p. 61) • Unit 1, Lesson 1, TE p. 14 • Unit 1, Lesson 2, TE p. 30 • Unit 1, Lesson 4, TE p. 61</p> <p><b>TE DIGITAL RESOURCES*</b> <b>Unit 6</b> Lesson 27/Lesson 30 Interactive Instructional Resources Blend It: Challenge (multisyllabic words)</p> <p style="text-align: center;"><i>continued</i></p>	bath-tub	out-side	sun-set	pea-nut	hap-py	gar-den	mit-ten	tun-nel
bath-tub	out-side	sun-set	pea-nut						
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(vi) segmenting multisyllabic words into syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p>Clap Syllables</p> <p><i>For example:</i> Tell children that some words are short and some are long. Say the words pan and pancake, and have children repeat them. Ask: Which word is longer, pan or pancake? That's right. The word pancake is longer. Tell children that words have parts called syllables. Say pan, then clap the syllable. The word pan has one syllable, or part. Repeat for the word pancake. Say: The word pancake has two syllables, or parts, pan-cake. Have children say and clap the syllables after you. Continue by having children repeat these words and then say and clap the syllables.</p> <table border="0"> <tr> <td>class</td> <td>classroom</td> <td>ball</td> <td>baseball</td> </tr> <tr> <td>table</td> <td>teacher</td> <td>desk</td> <td>pen pencil</td> </tr> </table> <p>(TE p. 11)</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 11</li> <li>• Unit 1, Lesson 2, TE p. 30</li> <li>• Unit 1, Lesson 4, TE p. 61</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Clap and Count Syllables</p> <p><i>For example:</i> Say the words rain and rainbow, and have children repeat them. Ask: Which word is longer, rain or rainbow? That's right. The word rainbow is longer. Review that words have parts called syllables. Say rain, then say and clap the syllable. The word rain has one syllable, or part. Repeat for rainbow. Say: The word rainbow has two syllables, or parts: rain-bow. Have children say and clap the syllables after you. Continue by having children repeat these words and then say and clap the syllables.</p> <table border="0"> <tr> <td>sun</td> <td>sunset</td> <td>moon</td> <td>moonlight</td> </tr> <tr> <td>pick</td> <td>picnic</td> <td>basket</td> <td>boat river</td> </tr> </table> <p>(TE p. 72)</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, TE pp. 72, 75</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Professional Development</b></p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p><b>Routine 9: Phonemic Awareness—Oral Segmentation</b></p> <p><b>Multimodal and Multisensory Supports</b> <i>When segmenting by syllables, teach students the "chin drop" technique. Have them place their hand underneath their chin and count the number of chin drops (vowel sounds) as they say the word. Remind students that each syllable has one vowel sound. (p. 20)</i></p> <p><i>Multimodal and Multisensory Supports</i></p> <ul style="list-style-type: none"> <li>• Page 20</li> </ul> <p style="text-align: center;"><i>continued</i></p>	class	classroom	ball	baseball	table	teacher	desk	pen pencil	sun	sunset	moon	moonlight	pick	picnic	basket	boat river
class	classroom	ball	baseball														
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<p>(A) demonstrate phonological awareness by (vii) blending spoken onsets and rimes to form simple words;</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Oral Blending <i>For example:</i> <b>Onset and Rime</b> <i>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.</i></p> <p>/s/ /at/    /k/ /at/    /m/ /at/    /p/ /at/ /m/ /an/    /k/ /an/    /p/ /an/    /t/ /an/</p> <p><i>Provide corrective feedback by modeling how to stretch together (or sing) the sounds. (TE p. 47)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 47</li> <li>• Unit 2, Lesson 8, TE p. 103</li> <li>• Unit 3, Lesson 14, TE p. 177</li> </ul> <p><b>TE DIGITAL RESOURCES*</b> <b>Overview</b> Phonological Awareness Scope and Sequence Rationale Modeling the Tasks <b>Oral Blending Routine (Onset/Rime)</b> <i>Lesson includes the following:</i> <i>Step 1: Introduce</i> <i>Step 2: (I Do)</i> <i>Step 3: Guided Practice/Practice (We Do/You Do)</i> <i>Corrective Feedback</i> <i>Multimodal and Multisensory Supports</i></p> <ul style="list-style-type: none"> <li>• Pages 8–9</li> </ul> <p><b>Professional Development</b> Instructional Support by Wiley Blevins Phonological Awareness (video) Oral Blending Routine (Onset/Rime) Task Type 3: Oral Blending 2. Onset and rime</p> <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>(A) demonstrate phonological awareness by (vii) blending spoken onsets and rimes to form simple words;</p>	<p><i>continued</i></p> <p><i>Related content</i></p> <p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Oral Segmentation <i>For example:</i> <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).</i> <i>did      Dan      mad      dash</i> <i>(TE p. 132</i>  <ul style="list-style-type: none"> <li>• Unit 2, Lesson 10, TE pp. 129, 132</li> <li>• Unit 3, Lesson 13, TE pp. 167, 170</li> <li>• Unit 3, Lesson 14, TE pp. 179, 182</li> </ul> </p>
<p>(A) demonstrate phonological awareness by (viii) blending spoken phonemes to form one-syllable words;</p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Oral Blending <i>For example:</i> <i>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.</i> <i>/i/ /n/      /p/ /in/      /t/ /il/      /h/ /im/</i> <i>/l/ /i/ /d/      /r/ /i/ /p/      /s/ /i/ /p/      /w/ /i/ /n/</i> <i>(TE p. 91)</i>  <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, SE/TE p. 91</li> <li>• Unit 3, Lesson 11, SE/TE p. 141</li> <li>• Unit 6, Lesson 27, SE/TE p. 339</li> </ul> <p><b>TE DIGITAL RESOURCES*</b> <b>Professional Development</b> Instructional Guides Instructional Routines Booklet <b>Routine 9: Phonemic Awareness—Oral Blending</b> <i>Routine Steps include</i> <i>Step 1: Introduce</i> <i>Step 2: Model (I Do)</i> <i>Step 3: Guided Practice/Practice (We Do/You Do)</i> <i>Multimodal and Multisensory Supports</i> <i>Sample Teacher Talk</i> <i>Corrective Feedback</i>  <ul style="list-style-type: none"> <li>• Page 18</li> </ul> </p></p>



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<p>(A) demonstrate phonological awareness by</p> <p>(ix) manipulating syllables within a multisyllabic word; and</p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Phonemic Manipulation: Add Syllables <i>For example:</i> Tell children that you want them to add a sound to the beginning of a word to make a new word. Model with up and /k/: /k/... up, cup. The word is cup. Continue with these words and sounds. age, /k/    oat, /g/    all, /w/    eat, /h/</p> <p>Now have children add a syllable to the end of a word to make a new word. Model: When I add ing to the end of pick, I get the word pick-ing, picking. Have children add the syllable ing to these words: look, see, jump, pack, tell. (TE p. 346)</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 27, TE p. 346</li> <li>Unit 6, Lesson 28, TE p. 356</li> <li>Unit 6, Lesson 30, TE pp. 380, 382</li> </ul> <p><b>Phonemic Awareness</b> Phonemic Manipulation: Delete Syllables <i>For example:</i> Say the word going. Clap the syllables. Model deleting the last syllable: The word going has two syllables: go, ing. When I take away the last syllable, ing, I am left with go. Have children delete the last syllable in these words. inside    football    bathtub    backpack (TE p. 349)</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 27, TE p. 349</li> <li>Unit 6, Lesson 28, TE p. 361</li> </ul>
<p>(A) demonstrate phonological awareness by</p> <p>(x) segmenting spoken one-syllable words into individual phonemes;</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Oral Segmentation <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 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)</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 17, TE p. 217</li> <li>Unit 5, Lesson 22, TE p. 279</li> <li>Unit 6, Lesson 26, TE p. 332</li> </ul> <p><b>Teacher Table: Intervention</b> Think and Write <i>For example:</i> Guide children to orally segment the word sat in the sentence, then replace each counter with a spelling. (TE p. 221)</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 17, TE p. 221</li> <li>Unit 5, Lesson 22, TE p. 283</li> <li>Unit 6, Lesson 26, TE p. 335</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(x) segmenting spoken one-syllable words into individual phonemes;</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Professional Development</b></p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p><b>Routine 9: Phonemic Awareness—Oral Segmentation</b></p> <p><i>Routine Steps include</i></p> <p style="padding-left: 20px;"><i>Step 1: Introduce</i></p> <p style="padding-left: 20px;"><i>Step 2: Model (I Do)</i></p> <p style="padding-left: 20px;"><i>Step 3: Guided Practice/Practice (We Do/You Do)</i></p> <p><i>Connect to Spelling</i></p> <p><i>Multimodal and Multisensory Supports</i></p> <p><i>Sample Teacher Talk</i></p> <p><i>Corrective Feedback</i></p> <ul style="list-style-type: none"> <li>• Pages 19–20</li> </ul>

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent;</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <p>Action Rhyme/Learn and Blend/Blend It</p> <p>At the beginning of each lesson, the teacher reads the action rhyme and displays sound-spelling cards to introduce children to the lesson target skill. A short video of a teacher speaking and acting out each action rhyme is provided online (see citation below, Professional Development: Action Rhyme Videos).</p> <p><i>For example:</i></p> <p><b>Learn and Blend: Action Rhyme</b></p> <p><i>h...h...h...</i> <i>Hands up.</i> <i>It's so hot in here!</i></p> <p><b>Directions</b> <i>Chorally say the [letter] sounds and read the words.</i> (SE/TE p. 141)</p> <p><b>Lesson 11: Hh</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 141</li> </ul> <p><b>Lesson 14: Bb</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 177</li> </ul> <p><b>Lesson 18: Gg</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE p. 227</li> </ul> <p><b>Handwriting</b></p> <p>Trace and Write</p> <p><i>For example:</i></p> <p><b>Think and Write</b> <i>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. This will accelerate their mastery of the letter-sound connection.</i></p> <p><i>Say each picture name. Have children repeat. If the picture name begins with /h/, children write Hh. Children can complete much of this page during independent work time. Provide corrective feedback and support.</i> (TE p. 145)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 145</li> <li>Unit 3, Lesson 14, SE/TE p. 181</li> <li>Unit 4, Lesson 18, SE/TE p. 231</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Dictation</b> Think and Write Children connect their growing phonics skills to writing. <i>For example:</i> <b>Think and Write</b> 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 <i>hat</i>. 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/). Have children repeat. Ask: How many sounds are in the word <i>hat</i>? • <b>Guide children to connect each sound to a spelling.</b> Say: What is the first sound in <i>hat</i>? That's right, /h/. What letter do we write for that sound? [Write the letter h.] What is the next sound in <i>hat</i>? Yes, it's /a/. What letter have we learned for the short a sound? (a) What is the last sound in <i>hat</i>? That's right, /t/. What letter do we write for that sound? [Write the letter t.]. (TE p. 147) • Unit 3, Lesson 11, SE p. 146/TE pp. 146–147 • Unit 3, Lesson 14, SE p. 182/TE pp. 182–183 • Unit 4, Lesson 18, SE p. 232/TE pp. 232–233</p> <p><b>Sound Sort</b> Sort It Out Children look at picture cards for the lesson then sort the pictures by beginning sound. <i>For example:</i> <b>Closed Sort</b> Tell children that they will now <b>sort the words according to the beginning sound: /k/ or /h/</b>. Model sorting the first picture. Then have children place each picture card in the correct column. (TE p. 148) • Unit 3, Lesson 11, SE p. 148/TE pp. 148–149 • Unit 3, Lesson 14, SE p. 184/TE pp. 184–185 • Unit 4, Lesson 18, SE p. 234/TE pp. 234–235</p> <p><b>TEACHER'S EDITION</b> <b>Introduce Sound-Spelling</b> Learn and Blend/Blend It/Corrective Feedback <i>For example:</i> <b>Learn and Blend</b> Read the action rhyme on page 227 as you pantomime gulping grape juice. Repeat and have children join in. <b>Explain that the /g/ sound is spelled with the letter g.</b> Point out the uppercase G and lowercase g. Then guide children to find the words <i>gulp</i>, <i>grape</i>, and <i>good</i>. Have them underline the <i>g</i> in each word. (TE p. 227) <b>Lesson 11: Hh</b> • Unit 3, Lesson 11, TE p. 141 <b>Lesson 14: Bb</b> • Unit 3, Lesson 14, TE p. 177 <b>Lesson 18: Gg</b> • Unit 4, Lesson 18, TE p. 227</p> <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent;</p>	<p><i>continued</i></p> <p><b>Teacher Table: Assessment</b> Letter-Name and Letter-Sound Assessments</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, TE p. 152</li> <li>Unit 3, Lesson 14, TE p. 188</li> <li>Unit 4, Lesson 18, TE p. 238</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Professional Development</b> Action Rhyme Videos Each short video clip features a teacher modeling how to speak and act out the action rhyme at the beginning of each lesson.</p> <ul style="list-style-type: none"> <li>Bb</li> <li>Ee</li> <li>Vv</li> </ul> <p><b>Differentiation Supports</b> ABC Express Student Resources/Instructional Resources</p> <ul style="list-style-type: none"> <li>ABC Express Lesson 4: Add on Skills Ff, Hh</li> <li>ABC Express Lesson 7: Add on Skills Rr, Gg</li> <li>ABC Express Lesson 9: Add on Skills Jj, Kk</li> </ul> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Handwriting</b> Lowercase and Uppercase Letters <i>For example:</i> <b>Directions</b> Trace and write the letter d. This letter stands for /d/. Say the sound each time you write the letter. (p. 21) <i>Trace and write the letter D. This letter stands for /d/. Say the sound each time you write the letter.</i> (p. 22) Mm, Aa, Ss, Tt, Pp  <ul style="list-style-type: none"> <li>Page 3-12</li> </ul> Nn, Ii, Cc, Ff, Dd  <ul style="list-style-type: none"> <li>Pages 13-22</li> </ul> Vv, Uu, Jj, Qq, Yy, Zz  <ul style="list-style-type: none"> <li>Pages 43-54</li> </ul> </p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><b>Sound Wall</b> Vowel Valley Articulation Videos &amp; Consonant Sound Cards  <ul style="list-style-type: none"> <li>Vowel Valley Wall</li> <li>Vowel Sound Cards</li> </ul> Consonant Wall Articulation Videos &amp; Consonant Sound Cards  <ul style="list-style-type: none"> <li>Consonant Wall</li> <li>Phoneme/Grapheme Cards</li> </ul> </p>
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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ VC Words ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend It</p> <p><b>Lesson 4: Tt</b> <i>am, at</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 51</li> </ul> <p><b>Lesson 6: Nn</b> <i>an, am</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE p. 79</li> </ul> <p><b>Lesson 7: li</b> <i>it, in, is</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 91</li> </ul> <p><b>Read Connected Text</b> Take-Home Book</p> <p>Lesson 4: Tt <i>on</i></p> <p><b>“Sam Sat”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE pp. 53–54</li> </ul> <p><i>it, is, an</i></p> <p><b>“What Is It?”</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE pp. 81–82</li> </ul> <p>Lesson 7: li <i>it, is</i></p> <p><b>“Big and Little”</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE pp. 93–94</li> </ul> <p><b>Cumulative Assessment</b> Fluency Check</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4 SE/TE p. 62</li> <li>Unit 2, Lesson 6 SE/TE p. 90</li> <li>Unit 2, Lesson 7 SE/TE p. 102</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Home-School Connection</b> Build Fluency</p> <p><i>For example:</i> <i>Write five sentences each week containing words with the target skill. Have children record these sentences in their journals and practice rereading them to build fluency: (TE p. 88)</i></p> <p><i>on, is</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6 TE p. 88</li> </ul> <p><i>is, in, as</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7 TE p. 100</li> </ul> <p><i>is, up, in</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 16, SE/TE p. 212</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p>	<p style="text-align: center;">~~~~~ CCVC/CVCC Words (cont.) ~~~~~</p> <p><b>E DIGITAL RESOURCES*</b></p> <p><b>Differentiation Supports</b></p> <p>Blends and Digraphs Student Resources/Instructional Resources</p> <p><i>Each lesson listed below includes the following Student pages:</i></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Connected Text</li> <li>• Dictation</li> <li>• Word Building: Trace, Write, and Build</li> <li>• Word Sort: Sort It Out</li> <li>• Independent Practice: Read and Write</li> </ul> <p><i>Each lesson listed below includes the following Teacher's Edition features:</i></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness: Oral Blending</li> <li>• Introduce Sound-Spelling: Learn and Blend/Blend It/Corrective Feedback</li> <li>• Read Connected Text: Read Together/Check Comprehension</li> <li>• Dictation: Think and Write</li> <li>• Word Building: Trace, Write, and Build</li> <li>• Word Sort: Open Sort/Closed Sort</li> <li>• Independent Practice: Read and Write</li> </ul> <p><b>I-Blends (bl, cl, fl, gl, pl, sl)</b> <i>clap, clip, glad, flag, club, plan</i></p> <p><b>s-Blends (sc, sk, sl, sm, sn, sp, st, sw)</b> <i>spot, snap, swim, spin, snug, sled</i></p> <p><b>r-Blends (br, cr, dr, fr, gr, pr, tr)</b> <i>crab, grip, trap, frog, drop, grab, grin, trip</i></p> <p><b>Digraphs sh, th</b> <i>ship, shop, this</i></p> <p><b>Digraph ch</b> <i>chin, chat, chip, skip</i></p>
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Word Building</b></p> <p>Make New Words</p> <p><b>Directions</b> Trace and write each word. Then build each word with letter cards. (SE/TE p. 319)</p> <p><i>dad/did/sad</i></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 10, SE/TE p. 133 <i>leg/big/dog</i></li> <li>• Unit 4, Lesson 18, SE/TE p. 233 <i>yes/yell/yet</i></li> <li>• Unit 5, Lesson 25, SE/TE p. 319</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>TEACHER'S EDITION</b> <b>Word Study/Morphology</b> Plural Nouns with -s</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 83</li> <li>Unit 3, Lesson 14, TE p. 181</li> </ul> <p>Inflectional Ending -s</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE p. 95</li> <li>Unit 3, Lesson 11, TE p. 145</li> </ul> <p>Plural Nouns with -es</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 20, TE p. 255</li> </ul> <p><b>Teacher Table: Intervention</b> Word Study/Morphology: Plural Nouns with -s</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 83</li> </ul> <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE p. 95</li> <li>Unit 3, Lesson 11, TE p. 145</li> </ul> <p>Word Study/Morphology: Inflectional Ending -es</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 20, TE p. 255</li> </ul> <p><b>TE DIGITAL RESOURCES*</b> <b>Professional Development</b> Instructional Guides <b>Instructional Routines Booklet</b> <i>Routine Steps and resources include</i></p> <ul style="list-style-type: none"> <li>Step 1: Introduce</li> <li>Step 2: Model (I Do)</li> <li>Step 3: Guided Practice/Practice (We Do/You Do)</li> <li>Sample Teacher Talk</li> <li>Corrective Feedback</li> <li>Multimodal and Multisensory Supports</li> </ul> <p><b>Routine 10: Phonemic Awareness: Phoneme Manipulation (Substitution)</b> <i>For example:</i> <b>Sample Teacher Talk</b> "Listen to this word: mad. I will substitute, or replace, the first sound in mad with the /s/ sound. What word did make? That's right. I made the word sad." <i>If students struggle, continue the model using letter cards.</i> "How did I do it? Say the word mad again: mad. Watch as I make the word mad with letter cards: m-a-d. [Show the letter cards.] What is the first sound in mad. Yes, /mm/. What letter do we write for the /mmm/ sound? Yes, m. I need to replace this sound, so I will take away the letter m, which stands for the /mmm/ sound. [Remove the m card.] What sound do I need to replace /m/ with? Yes, /s/. What letter do we write for the /s/ sound? Yes, s. So, I will place the s letter card where the m card was. [Add the s card.] What is the word I made? Sound it out. Exactly! The word I made is sad." (p. 21)</p> <ul style="list-style-type: none"> <li>Page 21</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Routine 11: Phonemic Awareness: Phoneme Manipulation (Addition)</b>  <i>For example:</i>  <b>Multimodal and Multisensory Supports</b> Use letter cards or color cards for students needing additional support. For example, use letter cards. Build the word, then add the letter or letters for the sound added. Guide students to blend the new word formed. For words where the spelling difference might confuse students, use colored cards. Have one card represent the initial word (sounds). Then choose another color for the sound added. Place it at the beginning (or ending) of the word (in front of or behind the initial color card) and model blending the sounds to form the new word. (p. 22)</p> <ul style="list-style-type: none"> <li>• Page 22</li> </ul> <p><b>Routine 12: Phonemic Awareness: Phoneme Manipulation (Deletion)</b>  <i>For example:</i>  <b>Corrective Feedback</b> When students make mistakes, walk through the process of deleting the initial sound step by step as shown in the model. Provide as many explicit models, including models with letter cards, as needed. (p. 23)</p> <ul style="list-style-type: none"> <li>• Page 23</li> </ul> <p><i>See also</i></p> <p><b>TEACHER'S EDITION</b>  <b>Phonemic Awareness</b>  Phonemic Manipulation: Add Sounds and Syllables  <i>For example:</i>  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.</p> <p>up, /k/      x, /f/      end, /b/      inch, /p/  (TE p. 344)</p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 27, TE p. 344</li> <li>• Unit 6, Lesson 28, TE p. 356</li> <li>• Unit 6, Lesson 29, TE p. 370</li> </ul> <p><b>Phonemic Awareness</b>  Phonemic Manipulation: Substitute Sounds  <i>For example:</i>  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.</p> <p>be, /w/    at, /i/    cape, /t/    take, /b/    late, /g/  (TE p. 373)</p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 29, TE p. 373</li> <li>• Unit 6, Lesson 30, TE p. 385</li> </ul>

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>High-Frequency Words</b> Read-Spell-Write <i>For example:</i> <b>Read</b> Write the word in a context sentence and underline the word. Point to the word and have children chorally read it. <i>Say: We will run to the tree. [Point to the word we.] This is the word we. What is the word? (TE p. 240)</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE p. 142</li> <li>• Unit 4, Lesson 19, SE/TE p. 240</li> <li>• Unit 5, Lesson 25, SE/TE p. 314</li> </ul> <p><u>TEACHER'S EDITION</u> <b>High-Frequency Words</b> Review/Extend</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 143</li> <li>• Unit 4, Lesson 19, TE p. 241</li> <li>• Unit 5, Lesson 25, TE p. 315</li> </ul> <p>Review/Use in Context</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 146</li> <li>• Unit 4, Lesson 19, TE p. 244</li> <li>• Unit 5, Lesson 25, TE p. 318</li> </ul> <p>Build Fluency/Review</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 151</li> <li>• Unit 4, Lesson 19, TE p. 249</li> <li>• Unit 5, Lesson 25, TE p. 323</li> </ul> <p><u>TE DIGITAL RESOURCES*</u> <b>Overview</b> High-Frequency Words High-Frequency Words Decodable High-Frequency Words Irregular High-Frequency Words Decodable Text Word Analyses Level K Pre-Decodable/Decodable Text Word Analyses Listed are high-frequency words and the cumulative high-frequency words for every Level K decodable text.</p> <p style="text-align: right;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Professional Development</b></p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <ul style="list-style-type: none"> <li>• Routine 2: High-Frequency Words, p. 4</li> <li>• Routine 2: Teacher Alerts and Principal Look-Fors, p. 5</li> <li>• Routine 2: High-Frequency Words Program Sample, p. 5</li> </ul> <p><b>Assessment</b></p> <p>Benchmark (Interactive)</p> <p>Benchmark Assessments</p> <p>High-Frequency Word Assessment</p> <p>Benchmark PDF</p> <p>Benchmark Assessments</p> <p>High-Frequency Word Assessments</p> <p>High-Frequency Word Administration &amp; Analyses</p> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <p>Teacher’s Guide to High-Frequency Words</p> <p>What Are High-Frequency Words?</p> <p>Supporting Instruction of High-Frequency Words</p> <p>Use the Read/Spell/Write/Extend Routine</p> <p>Use Flashcards</p> <p>Build a Log of Cumulative Sentences</p> <p>Play <i>What’s Missing?</i></p> <p>Play <i>Mix and Fix It</i></p>

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<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with VC, CVC, and CCVC;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Spelling Words with VC ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b> Daily Practice: Spell It</p> <p><b>Lesson 4: Tt</b> <i>am, at</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 51</li> </ul> <p><b>Lesson 6: Nn</b> <i>an, am</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE p. 79</li> </ul> <p><b>Lesson 7: li</b> <i>it, sit, in, is am</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 91</li> </ul> <p><b>High-Frequency Words</b> Spell/Write/Use in Context</p> <p><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 or that are the same as other words they have learned. (TE p. 53)</i></p> <p><i>on</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE pp. 52–53</li> </ul> <p><i>is, it</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE p. 80</li> </ul> <p><b>Dictation</b> Think and Write/Listen and Spell</p> <p><i>at</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE p. 56/TE pp. 56–57</li> </ul> <p><b>Word Building</b> Trace, Write, and Build</p> <p><i>on, at</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 57</li> </ul> <p><i>is, it</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE p. 85</li> </ul> <p><i>in</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 97</li> </ul> <p><b>Cumulative Review</b> Build Fluency</p> <p><i>am</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 57</li> </ul> <p><i>is</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE p. 88</li> </ul> <p><i>it</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 100</li> </ul> <p style="text-align: right;"><i>continued</i></p>



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<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with VC, CVC, and CCVC;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Spelling Words with VC (cont.) ~~~~~</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Introduce Sound-Spelling</b> Learn and Blend/Blend It/Corrective Feedback</p> <p><b>Lesson 4: Tt</b> <i>am, at</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 51</li> </ul> <p><b>Lesson 6: Nn</b> <i>an, am</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 79</li> </ul> <p><b>Lesson 7: li</b> <i>it, in, is</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE p. 91</li> </ul> <p><b>Sound-Spelling/Blending</b> Cumulative Quick Check</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE pp. 52, 56, 58, 61</li> <li>Unit 2, Lesson 6, TE pp. 80, 84, 86, 89</li> <li>Unit 2, Lesson 7, TE pp. 92, 96, 98, 101</li> </ul> <p><b>Teacher Table: Assessment</b> Extend the Assessment Check on children's growing ability to spell this week's high-frequency words.</p> <p><i>am, at</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 62</li> </ul> <p><i>is, it, am</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 90</li> </ul> <p style="text-align: center;">~~~~~ Spelling Words with CVC ~~~~~</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b> Daily Practice: Spell It</p> <p><b>Lesson 7: Short i</b> <i>tip, pin, pin, pat, man, tap, sat</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 91</li> </ul> <p><b>Lesson 19: Ww</b> <i>win, pin, wig, wag, bag, log, red, lid, cap</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TE p. 239</li> </ul> <p><b>Lesson 27: Short Vowel Review</b> <i>sad, hug, bed, pig, fox</i></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 27, SE/TE p. 339</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with VC, CVC, and CCVC;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Spelling Words with CVC (cont.) ~~~~~</p> <p><b>Sound-Spelling/Blending</b></p> <p>Cumulative Quick Check</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE pp. 92, 96, 98, 101</li> <li>Unit 4, Lesson 19, TE pp. 240, 244, 246, 249</li> <li>Unit 6, Lesson 27, TE pp. 340, 344, 346, 349</li> </ul> <p><b>Teacher Table: Assessment</b></p> <p>Extend the Assessment</p> <p>Check on children's growing ability to spell this week's high-frequency words.</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7 SE/TE p. 102</li> <li>Unit 4, Lesson 19 SE/TE p. 250</li> <li>Unit 6, Lesson 27 SE/TE p. 350</li> </ul>
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with VC, CVC, and CCVC;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Spelling Words with CCVC ~~~~~</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study/Morphology</b></p> <p>Blends</p> <p><i>For example:</i></p> <p><i>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)</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, TE p. 269</li> <li>Unit 6, Lesson 26, TE p. 331</li> </ul> <p><b>Teacher Table: Intervention</b></p> <p>Word Study/Morphology: Blends</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, TE p. 269</li> <li>Unit 6, Lesson 26, TE p. 331</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.**

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with VC, CVC, and CCVC;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Spelling Words with CCVC (cont.) ~~~~~</p> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Differentiation Supports</b></p> <p>Blends and Digraphs Student Resources/Instructional Resources</p> <p><i>Each lesson listed below includes the following Student pages:</i></p> <ul style="list-style-type: none"> <li>• Introduction             <ul style="list-style-type: none"> <li>• Daily Practice: Spell It</li> </ul> </li> <li>• Dictation             <ul style="list-style-type: none"> <li>• Think and Write</li> <li>• Listen and Spell</li> </ul> </li> <li>• Word Building             <ul style="list-style-type: none"> <li>• Trace, Write, and Build</li> </ul> </li> <li>• Independent Practice             <ul style="list-style-type: none"> <li>• Read and Write</li> </ul> </li> </ul> <p><i>Each lesson listed below includes the following Teacher's Edition features:</i></p> <ul style="list-style-type: none"> <li>• Introduce Sound-Spelling             <ul style="list-style-type: none"> <li>• Learn and Blend</li> <li>• Blend It</li> <li>• Corrective Feedback</li> </ul> </li> <li>• Dictation             <ul style="list-style-type: none"> <li>• Think and Write</li> <li>• Listen and Spell</li> </ul> </li> <li>• Word Building             <ul style="list-style-type: none"> <li>• Trace, Write, and Build</li> </ul> </li> <li>• Independent Practice             <ul style="list-style-type: none"> <li>• Read and Write</li> </ul> </li> </ul> <p><b>l-Blends (bl, cl, fl, gl, pl, sl)</b> <i>clap, clip, glad, flag, club, plan</i></p> <p><b>s-Blends (sc, sk, sl, sm, sn, sp, st, sw)</b> <i>spot, snap, swim, spin, snug, sled</i></p> <p><b>r-Blends (br, cr, dr, fr, gr, pr, tr)</b> <i>crab, grip, trap, frog, drop, grab, grin, trip</i></p> <p><b>Digraphs sh, th</b> <i>ship, shop, this</i></p> <p><b>Digraph ch</b> <i>chin, chat, chip, skip</i></p>
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words using sound-spelling patterns; and</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b> Daily Practice: Spell It</p> <p><b>Lesson 11: Hh</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 141</li> </ul> <p><b>Lesson 14: Bb</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 177</li> </ul> <p><b>Lesson 18: Gg</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE p. 227</li> </ul> <p><b>High-Frequency Words</b> Read-Spell-Write</p> <p><i>For example:</i> <b>Spell</b> Spell the word aloud and have children repeat it. <b>Briefly point out any letter-sounds or spellings children might already know or that are the same as other words they have learned.</b> Say: The word or is spelled o-r. Spell it with me: o-r. What is the last letter in the word or? What sound does this letter make? (TE p. 178)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 142</li> <li>Unit 3, Lesson 14, SE/TE p. 178</li> <li>Unit 4, Lesson 18, SE/TE p. 228</li> </ul> <p><b>Dictation</b> Think and Write/Listen and Spell</p> <p>Guide children to connect each sound to a spelling.</p> <p><i>For example:</i> 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)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE p. 146/TE pp. 146-147, 149</li> <li>Unit 3, Lesson 14, SE p. 182/TE pp. 182-183, 185</li> <li>Unit 4, Lesson 18, SE p. 232/TE pp. 232-233, 235</li> </ul> <p><b>Word Building</b> Trace, Write, and Build</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>Help children cut out the letter cards (if they have saved them in re-sealable bags). The letter cards appear on Student Book, pages 399-400 and are available in Instructional Resources at SadlierConnect.com. Circulate and provide support as needed. Remind children to spell aloud the words when they trace and write them. (TE p. 183)</li> <li>Unit 3, Lesson 11, SE/TE p. 147</li> <li>Unit 3, Lesson 14, SE/TE p. 183</li> <li>Unit 4, Lesson 18, SE/TE p. 233</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;">(ii) spelling words using sound-spelling patterns; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Cumulative Review</b> Trace, Write, and Build <i>For example:</i> <i>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. Repeat for a few words with previously taught phonics skills. Select common and highly useful words. (TE p. 186)</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE p. 150</li> <li>• Unit 3, Lesson 14, SE/TE p. 186</li> <li>• Unit 4, Lesson 18, SE/TE p. 236</li> </ul> <p><b>Teacher Table: Assessment</b> Extend the Assessment <i>For example:</i> <i>You may wish to also check on children’s growing ability to spell this week’s high-frequency words and words with Bb and previously taught phonics skills. Use these words: bad, mom, rip, and, are. This assessment does not have to be administered individually. (TE p. 188)</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE p. 152</li> <li>• Unit 3, Lesson 14, SE/TE p. 188</li> <li>• Unit 4, Lesson 18, SE/TE p. 238</li> </ul> <p><b>TEACHER’S EDITION</b> <b>High-Frequency Words</b> Use in Context <i>For example:</i> <i>Guide children to complete Use in Context. When completed, have children read their sentences to a partner. Circulate and listen in. (TE p. 182)</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 146</li> <li>• Unit 3, Lesson 14, TE p. 182</li> <li>• Unit 4, Lesson 18, TE p. 232</li> </ul> <p><b>Sound-Spelling/Blending</b> Cumulative Quick Check</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE pp. 142, 146, 148, 151</li> <li>• Unit 3, Lesson 14, TE pp. 178, 182, 184, 187</li> <li>• Unit 4, Lesson 18, TE pp. 228, 232, 234, 237</li> </ul> <p><b>Independent/Partner Work</b> Spell Words <i>For example:</i> <i>Have children complete the Spell It activity in Daily Practice on Student Book, page 177 with partners. Prompt each child to select five words for their partner to write. Have them use the words on the Student Book page to self-correct their work. (TE p. 182)</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 146</li> <li>• Unit 3, Lesson 14, TE p. 182</li> <li>• Unit 4, Lesson 18, TE p. 232</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;">(ii) spelling words using sound-spelling patterns; and</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u>  <b>Professional Development</b>                      Instructional Guides                      Spelling Instructional Guide  <b>Assessment</b>                      Benchmark Assessments (PDF)                      Comprehensive Spelling Survey                      Formative Assessments                      Cumulative Spelling Sentences  <u>FLUENCY BOOSTER PRACTICE BOOK</u>  <b>Lessons 1–30</b>                      Decodable Text                      Writing: Write About It                      Encourage children to include words using newly learned spelling patterns or phonics skills when writing about the story.                      Lesson 11: Hh  <b>“My Hat”</b>                      • Lesson 11, p. 108                      Lesson 14: Bb  <b>“Bob or Rob?”</b>                      • Lesson 14, p. 76                      Lesson 18: Gg  <b>“Meg and Rags”</b>                      • Lesson 18, p. 108</p>
<p>(C) demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;">(iii) spelling high-frequency words from a research-based list;</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u>  <b>High-Frequency Words</b>                      Read-Spell-Write  <i>For example:</i>  <b>Spell</b> 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.                      Say: The word we is spelled w-e. Spell it with me: w-e. What is the first letter in the word we? What sound does this letter make? (TE p. 240)</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE p. 142</li> <li>• Unit 4, Lesson 19, SE/TE p. 240</li> <li>• Unit 5, Lesson 25, SE/TE p. 314</li> </ul> <p><u>TEACHER’S EDITION</u>  <b>High-Frequency Words</b>                      Review/Extend</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 143</li> <li>• Unit 4, Lesson 19, TE p. 241</li> <li>• Unit 5, Lesson 25, TE p. 315</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;">(iii) spelling high-frequency words from a research-based list;</p>	<p style="text-align: center;"><i>continued</i></p> <p>Review/Use in Context</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 146</li> <li>• Unit 4, Lesson 19, TE p. 244</li> <li>• Unit 5, Lesson 25, TE p. 318</li> </ul> <p>Build Fluency/Review</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 151</li> <li>• Unit 4, Lesson 19, TE p. 249</li> <li>• Unit 5, Lesson 25, TE p. 323</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <li>High-Frequency Words</li> <li>Decodable High-Frequency Words</li> <li>Irregular High-Frequency Words</li> </ul> <p>Decodable Text Word Analyses</p> <ul style="list-style-type: none"> <li>Level K Pre-Decodable/Decodable Text Word Analyses</li> <li>Listed are high-frequency words and the cumulative high-frequency words for every Level K decodable text.</li> </ul> <p><b>Professional Development</b></p> <p>Instructional Guides</p> <ul style="list-style-type: none"> <li>Instructional Routines Booklet</li> <li>• Routine 2: High-Frequency Words, p. 4</li> <li>• Routine 2: Teacher Alerts and Principal Look-Fors, p. 5</li> <li>• Routine 2: High-Frequency Words Program Sample, p. 5</li> </ul> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <ul style="list-style-type: none"> <li>Teacher’s Guide to High-Frequency Words</li> <li>Supporting Instruction of High-Frequency Words</li> <li>Use the Read/Spell/Write/Extend Routine</li> </ul>



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<p>(D) demonstrate print awareness by:</p> <p>(i) identifying the front cover, back cover, and title page of a book;</p>	<p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <p>Formative Assessments</p> <p><b>Print Concepts Assessment</b></p> <p>Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print.</p> <p><i>For example:</i></p> <p><b>Skill</b> Student can identify the front cover, back cover, title page, and spine of a book.</p> <p><b>Prompt</b> Hand the student a book. Name each part of the book (e.g., cover, title) and ask the student to identify that part.</p> <p><b>What Can You Do with the Assessment Results?</b></p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p><i>For example:</i></p> <p><b>Skill</b> Student can identify the front cover, back cover, title page, and spine of a book.</p> <p><b>Next Steps</b> Continue to identify the parts of a book each time you introduce a new read aloud picture book.</p> <p><i>Model how to properly handle a book—thinking aloud about how you hold it, turn the pages, and so on.</i></p> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <p><b>Teacher's Guide to Print Concepts</b></p> <p>What Are Print Concepts?</p> <p>Beginning readers need to know how to hold a book as well as how to identify the front of a book, the back of a book, and a page within a book.</p> <p>Supporting Instruction of Print Concepts</p> <p><b>Basic Features of Print</b></p> <p>As you introduce a book, show students where the title, author's name, and illustrator's name appear. Help students find the page where the story starts.</p>
<p>(D) demonstrate print awareness by:</p> <p>(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Print Concepts</b></p> <p>Understanding How Sentences Work</p> <p><i>For example:</i></p> <p>Use sentences from "Big and Little" to review left to right progression and return sweep.</p> <ul style="list-style-type: none"> <li>• Have children turn to their books. Say: Show me with your finger how you read the first sentence. Wait for all children to move a finger, left to right, under the first sentence.</li> <li>• Say: Now watch which way I go as I read this page. Use a finger to model left to right progression, return sweep, and moving from top to bottom to read the page.</li> <li>• 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.</li> </ul> <p>• Unit 2, Lesson 7, TE pp. 94–95</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(D) demonstrate print awareness by:</p> <p style="padding-left: 20px;">(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <p>Formative Assessments</p> <p><b>Print Concepts Assessment</b></p> <p>Use the Observation Checklist and Prompts to formally assess each child’s mastery of the basic features of print.</p> <p><i>For example:</i></p> <p><b>Skill</b> Student understands that text is read from left to right and top to bottom on a page.</p> <p><b>Prompt</b> Observe the student as he/she tracks the print while reading.</p> <p><b>What Can You Do with the Assessment Results?</b></p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p><i>For example:</i></p> <p><b>Skill</b> Student understands that text is read from left to right and top to bottom on a page.</p> <p><b>Next Steps</b> Model for students how to track the print of a page of text they are reading. Then have them repeat.</p> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <p><b>Teacher’s Guide to Print Concepts</b></p> <p>What Are Print Concepts?</p> <p>Supporting Instruction of Print Concepts</p> <p><b>Basic Features of Print</b></p> <p>Tell students that books are read from left to right, top to bottom, and page by page from front to back.</p> <ul style="list-style-type: none"> <li>• As you read, use your finger to model the order that you are reading the words, and <b>show students a return sweep to ensure that they correctly find the next line of text on the page.</b></li> <li>• Model reading with students, stopping to point out these organizational features of print. Use thinkalouds like this to help students internalize these important print concepts. Before you begin, say: I am going to start at the top of the page. Later, add: Notice that we read from left to right. As you come to the end of a book, say: We have come to the last page of the book.</li> <li>• Ask students to show you where to begin reading or what to do when you come to the end of a page. Use questions like What do I read next?</li> </ul>

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<p>(D) demonstrate print awareness by:</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Print Concepts</b></p> <p>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"> <li>• Unit 1, Lesson 2, TE p. 26</li> <li>• Unit 1, Lesson 3, TE p. 40</li> <li>• Unit 1, Lesson 5, TE p. 68</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <p>Formative Assessments</p> <p><b>Print Concepts Assessment</b></p> <p>Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print. <i>Observation Checklist and Prompts</i> <i>For example:</i> <b>Skills</b> <i>Student understands that words are separated by spaces.</i> <b>Prompt</b> <i>Ask the student to track the print as he/she reads and note the connection to their speech.</i></p> <p><b>What Can You Do with the Assessment Results?</b></p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps. <i>For example:</i> <b>Skills</b> <i>Student understands that words are separated by spaces.</i> <b>Next Steps</b> <i>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?</i></p> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <p><b>Teacher's Guide to Print Concepts</b></p> <p>What Are Print Concepts? Supporting Instruction of Print Concepts</p> <p><b>Words and Spaces</b></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>

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<p>(D) demonstrate print awareness by:</p> <p>(iv) recognizing the difference between a letter and a printed word; and</p>	<p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <p>Formative Assessments</p> <p><b>Print Concepts Assessment</b></p> <p>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> <p><i>For example:</i></p> <p><b>Skills</b> Student can identify the difference between a letter and a word.</p> <p><b>Prompt</b> Write a series of letters and words on the board. Ask the student to circle all the letters.</p> <p><b>What Can You Do with the Assessment Results?</b></p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p><i>For example:</i></p> <p><b>Skills</b> Student can identify the difference between a letter and a word.</p> <p><b>Next Steps</b> Continue to point out the difference between letters and words. For example, say: This word is FUN. The word FUN has three letters—f, u, and n.</p> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <p><b>Teacher's Guide to Print Concepts</b></p> <p>What Are Print Concepts?</p> <p>To understand print concepts, beginning readers need to learn the names of each letter of the alphabet, the difference between an uppercase letter and a lowercase letter, <b>the difference between a letter and a word</b>, and the difference between a word and a picture.</p> <p>Supporting Instruction of Print Concepts</p> <p><b>Words and Spaces</b></p> <p>Point out the difference between a single letter and a word made up of more than one letter.</p>
<p>(D) demonstrate print awareness by:</p> <p>(v) identifying all uppercase and lowercase letters; and</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Alphabet</b></p> <p>Uppercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE pp. 9-10</li> </ul> <p>Lowercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE pp. 21-22</li> </ul> <p>Uppercase and Lowercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE pp. 35-36</li> </ul> <p>Match Uppercase and Lowercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE pp. 49-50</li> <li>Unit 1, Lesson 5, SE/TE pp. 63-64</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(D) demonstrate print awareness by:</p> <p style="padding-left: 20px;">(v) identifying all uppercase and lowercase letters; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Cumulative Review</b> Uppercase Letters • Unit 1, Lesson 1, SE/TE p. 18</p> <p><b>Read Connected Text</b> 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</p> <p><b>End-of-Book Resources</b> Letter Cards (upper- and lowercase letters) • SE/TE pp. 393-394</p> <p><b>TEACHER’S EDITION</b> <b>Alphabet Recognition</b> 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 Match Uppercase and Lowercase Letters • Unit 1, Lesson 4, TE p. 54</p> <p><b>Alphabet Sequence</b> Letter Sequences • Unit 1, Lesson 1, TE p. 10 • Unit 1, Lesson 2, TE p. 22</p> <p><b>Teacher Table: Assessment</b> Informal Assessment • Unit 1, Lesson 1, TE p. 11 Letter-Name and Letter-Sound Assessments • Unit 1, Lesson 1, TE p. 20</p> <p><b>Learning Center</b> Alphabet Corner • Unit 1, Lesson 1, TE p. 10 • Unit 1, Lesson 2, TE p. 22</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / GRADE K - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(D) demonstrate print awareness by:</p> <p style="padding-left: 20px;">(v) identifying all uppercase and lowercase letters; and</p>	<p style="text-align: center;"><i>continued</i></p> <p><b><i>Independent/Partner Work</i></b> Build Fluency Use alphabet charts, strips, or books.  <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 12</li> </ul>                     Alphabet Review  <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE pp. 28, 30</li> </ul>                     Alphabet Match Up  <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, TE p. 58</li> </ul> <b><i>Cumulative Assessment</i></b> Fluency Check Ask children to read the cumulative letter-sound list.  <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 20</li> </ul> <b><i>Teacher Table: Assessment</i></b> Letter-Name and Letter-Sound Assessments  <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 20</li> </ul> <b><i>Alphabet Review</i></b> Identify Lowercase Letters  <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 40</li> </ul> <b><u>TE DIGITAL RESOURCES*</u></b> <b><i>Assessment</i></b> Benchmark (Interactive)  <ul style="list-style-type: none"> <li>• Benchmark Assessments</li> <li>• Uppercase Letter-Name Assessment</li> <li>• Lowercase Letter-Name Assessment</li> <li>• Letter-Sound Assessment</li> </ul>                     Benchmark (PDF)  <ul style="list-style-type: none"> <li>• Benchmark Assessments/Administration &amp; Analyses</li> <li>• Letter-Name and Letter-Sound Assessments</li> </ul> </p>

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<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Handwriting</b> Trace and Write</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, SE/TE p. 16</li> <li>• Unit 2, Lesson 7, SE/TE p. 95</li> <li>• Unit 4, Lesson 18, SE/TE p. 231</li> </ul> <p><b>Word Building</b> Trace, Write, and Build</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 29</li> <li>• Unit 3, Lesson 11, SE/TE p. 147</li> <li>• Unit 5, Lesson 24, SE/TE p. 307</li> </ul> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Assessment</b> Formative Assessments Letter Formation Assessment</p> <p><b>Differentiation Supports</b> Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction</p> <ul style="list-style-type: none"> <li>• Pencil Grip, p. 1</li> <li>• Posture, p. 2</li> <li>• Spacing, p. 3</li> <li>• Strokes, p. 3</li> <li>• General Tips, p. 4</li> <li>• Letter Formation Guide, pp. 5–8</li> <li>• Level K (Kindergarten) Handwriting Scope and Sequence, pp. 9–11</li> </ul> <p>Letter Formation Practice</p> <ul style="list-style-type: none"> <li>• Print Letters: Aa, Bb, Cc, p. 215</li> <li>• Print Letters: Dd, Ee, Ff, p. 216</li> <li>• Print Letters: Gg, Hh, Ii, p. 217</li> <li>• Print Letters: Jj, Kk, Ll, p. 218</li> <li>• Print Letters: Mm, Nn, Oo, p. 219</li> <li>• Print Letters: Pp, Qq, Rr, p. 220</li> <li>• Print Letters: Ss, Tt, Uu, p. 221</li> <li>• Print Letters: Vv, Ww, Xx, p. 222</li> <li>• Print Letters: Yy, Zz, p. 223</li> <li>• Print Letters: My Name, p. 224</li> </ul> <p><b>Each Unit/Lesson</b> Instructional Resources Letter Cards Large Letter Cards</p> <p style="text-align: right;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b><i>Handwriting</i></b></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><b>Lowercase and Uppercase Letters</b></p> <p>Mm, Aa, Ss, Tt, Pp</p> <ul style="list-style-type: none"> <li>• Page 3-12</li> </ul> <p>Hh, Oo, Rr, Bb, Ll</p> <ul style="list-style-type: none"> <li>• Pages 23-32</li> </ul> <p>Vv, Uu, Jj, Qq, Yy, Zz</p> <ul style="list-style-type: none"> <li>• Pages 43-54</li> </ul> <p>Letter Formation Chart</p> <ul style="list-style-type: none"> <li>• Page 55</li> </ul> <p>Handwriting Practice</p> <ul style="list-style-type: none"> <li>• Pages 56-64</li> </ul>