

# From Phonics to Reading

Correlation to the Tennessee  
English Language Arts Standards

**Grade K**



## Contents

### *Foundational Literacy Standards*

Print Concepts – Standard 1 .....	2
Phonological Awareness – Standard 2 .....	9
Phonics and Word Recognition – Standard 3 .....	14
Word Composition – Standard 4 .....	21
Fluency – Standard 5 .....	31
Sentence Composition – Standard 6 .....	34
Vocabulary Acquisition – Standard 7 .....	37



**FOUNDATIONAL LITERACY STANDARDS**

**Print Concepts – Standard 1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p><b>TEACHER'S EDITION</b> <b>Print Concepts</b> Understanding How Sentences Work Use sentences from the lesson Take-Home Book to review reading sentences from left to right. <i>For example:</i> <i>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)</i></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 6, TE p. 83</li> <li>• Unit 2, Lesson 7, TE pp. 94–95</li> <li>• Unit 2, Lesson 9, TE p. 119</li> </ul> <p><b>TE DIGITAL RESOURCES*</b> <b>Assessment</b> Formative Assessments <b>Print Concepts Assessment</b> Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print. <i>For example:</i> <i>Student understands that text is read from left to right and top to bottom on a page.</i> <i>Prompt: Observe the student as he/she tracks the print while reading.</i></p> <p><b>What Can You Do with the Assessment Results?</b> Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps. <i>For example:</i> <i>Student understands that text is read from left to right and top to bottom on a page.</i> <i>Model for students how to track the print of a page of text they are reading. Then have them repeat.</i></p> <p><b>Differentiation Supports</b> Additional Routines <b>Teacher's Guide to Print Concepts</b> What Are Print Concepts? Supporting Instruction of Print Concepts <b>Basic Features of Print</b> Tell students that books are read from left to right, top to bottom, and page by page from front to back.</p>
<p>K.FL.PC.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 style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Print Concepts</b> Identify Words in Spoken Sentences Use sentences from the lesson Take-Home Book to review proper sentence construction. <i>For example:</i> <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"</i></p> <p style="text-align: center;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**FOUNDATIONAL LITERACY STANDARDS**

**Print Concepts – Standard 1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.FL.PC.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 style="text-align: center;"><i>continued</i></p> <p>as three words. <i>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)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 24</li> <li>• Unit 1, Lesson 4, TE p. 52</li> <li>• Unit 1, Lesson 5, TE p. 66</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.</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><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 connect spoken words with written language. Discuss the difference between a letter and a word.</p> <ul style="list-style-type: none"> <li>• Page 1</li> </ul>
<p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ <b>Words Separated by Spaces in Print</b> ~~~~~</p> <p><b>TEACHER’S EDITION</b></p> <p><b>Print Concepts</b></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"> <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.</p> <p><i>Observation Checklist and Prompts</i></p> <ul style="list-style-type: none"> <li>• Skills: Student understands that words are separated by spaces.</li> <li>• Prompt: Ask the student to track the print as he/she reads and note the connection to their speech.</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Print Concepts – Standard 1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p style="text-align: center;"><i>continued</i></p> <p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>~~~~~ <b>Words Separated by Spaces in Print</b> (cont.) ~~~~~</p> <p><b>What Can You Do with the Assessment Results?</b> Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <ul style="list-style-type: none"> <li>• Skills: Student understands that words are separated by spaces.</li> <li>• Next Steps: Model reading a sentence—smooshing the words together and not paying attention to the spaces between them. Then model pointing to each word as you say it and note how each word is separated by a space. Ask: Which way sounded correct?</li> </ul> <p><b>Differentiation Supports</b> Additional Routines</p> <p><b>Teacher’s Guide to Print Concepts</b> What Are Print Concepts? Supporting Instruction of Print Concepts</p> <p><b>Words and Spaces</b> To help students make sense of all the print on a page, young children need instruction to help them see that words are separated by spaces.</p> <p>~~~~~ <b>One-to-One Correspondence Between Voice and Print</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend It</p> <p><b>Lesson 1: Mm</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, SE/TE p. 14</li> </ul> <p><b>Lesson 7: Short i</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, SE/TE p. 91</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>Read Connected Text</b> Take-Home Book <i>First Read (Read Together)</i> Have children point to each word as they chorally read it aloud.</p> <p>Lesson 11: Hh “Hats”</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE pp. 143-144</li> </ul> <p>Lesson 22: Short u “The Bus”</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 22, SE/TE pp. 279-280</li> </ul> <p>Lesson 28: Long Vowels (e, i, o) “We Play”</p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 28, SE/TE pp. 353-354</li> </ul> <p style="text-align: center;"><i>continued</i></p>
--	---

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**FOUNDATIONAL LITERACY STANDARDS**

**Print Concepts – Standard 1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p style="text-align: center;"><i>continued</i></p> <p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</p>	<p style="text-align: center;"><i>continued</i></p> <p>~ <b>One-to-One Correspondence Between Voice and Print</b> (cont.) ~</p> <p><b>Dictation</b> Think and Write/Listen and Spell Guide children to connect each sound to a spelling. <i>For example:</i> <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/).</i> <i>Have children repeat. Ask: How many sounds are in the word hat?</i> (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 5, Lesson 22, SE p. 282/TE pp. 282-283, 285</li> <li>• Unit 6, Lesson 28, SE p. 356/TE pp. 356-357, 359</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Introduce Sound-Spelling</b> Learn and Say/Say It</p> <p><b>Lesson 1: Mm</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 14</li> </ul> <p>Learn and Blend/Blend It</p> <p><b>Lesson 7: Short i</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, TE p. 91</li> </ul> <p><b>Lesson 14: Bb</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, TE p. 177</li> </ul> <p><b>Phonemic Awareness</b> Identify Words in Spoken Sentences</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 17</li> <li>• Unit 1, Lesson 3, TE p. 38</li> <li>• Unit 1, Lesson 5, TE p. 66</li> </ul> <p>Oral Segmentation Ask children to segment each word sound by sound, then count the number of sounds.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 146</li> <li>• Unit 5, Lesson 22, TE p. 282</li> <li>• Unit 6, Lesson 28, TE p. 356</li> </ul> <p><b>High-Frequency Words</b> Read-Spell-Write <i>Read</i> Point to the word and have children chorally read it.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 142</li> <li>• Unit 5, Lesson 22, TE p. 278</li> <li>• Unit 6, Lesson 28, TE p. 352</li> </ul>
--	--

**FOUNDATIONAL LITERACY STANDARDS**

**Print Concepts – Standard 1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></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><b>Cumulative Review</b></p> <p>Uppercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 18</li> </ul> <p><b>Read Connected Text</b></p> <p>Take-Home Book</p> <p>Lesson 1: Mm</p> <p><b>“My ABC Book”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE pp. 11-12</li> </ul> <p>Lesson 2: Short a</p> <p><b>“I Can”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE pp. 25-26</li> </ul> <p>Lesson 5: Pp</p> <p><b>“I Like”</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE pp. 67-68</li> </ul> <p><b>End-of-Book Resources</b></p> <p>Letter Cards (upper- and lowercase letters)</p> <ul style="list-style-type: none"> <li>SE/TE pp. 393-394</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Alphabet Recognition</b></p> <p>Uppercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE pp. 9, 11</li> </ul> <p>Lowercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 21</li> </ul> <p>Review Uppercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 26</li> </ul> <p>Match Uppercase and Lowercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 54</li> </ul> <p><b>Alphabet Sequence</b></p> <p>Letter Sequences</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 10</li> <li>Unit 1, Lesson 2, TE p. 22</li> </ul> <p><b>Teacher Table: Assessment</b></p> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 11</li> </ul> <p style="text-align: right;"><i>continued</i></p>
---	--



**FOUNDATIONAL LITERACY STANDARDS**

**Print Concepts – Standard 1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Letter-Name and Letter-Sound Assessments</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 20</li> </ul> <p><b>Learning Center</b> Alphabet Corner</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 10</li> <li>Unit 1, Lesson 2, TE p. 22</li> </ul> <p><b>Independent/Partner Work</b> Build Fluency Use alphabet charts, strips, or books.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 12</li> </ul> <p>Alphabet Review</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE pp. 28, 30</li> </ul> <p>Alphabet Match Up</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 58</li> </ul> <p><b>Cumulative Assessment</b> Fluency Check Ask children to read the cumulative letter-sound list.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 20</li> </ul> <p><b>Teacher Table: Assessment</b> Letter-Name and Letter-Sound Assessments</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 20</li> </ul> <p><b>Alphabet Review</b> Identify Lowercase Letters</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, TE p. 40</li> </ul> <p><b>TE DIGITAL RESOURCES*</b> <b>Assessment</b> Benchmark (Interactive) Benchmark Assessments</p> <ul style="list-style-type: none"> <li>Uppercase Letter-Name Assessment</li> <li>Lowercase Letter-Name Assessment</li> <li>Letter-Sound Assessment</li> </ul> <p>Benchmark (PDF) Benchmark Assessments/Administration &amp; Analyses</p> <ul style="list-style-type: none"> <li>Letter-Name and Letter-Sound Assessments</li> </ul>
<p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. e. Distinguish between pictures and words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TE DIGITAL RESOURCES*</b> <b>Differentiation Supports</b> Additional Routines Teacher’s Guide to Print Concepts <b>What Are Print Concepts?</b> 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, the difference between a letter and a word, and the difference between a word and a picture.</p> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Print Concepts – Standard 1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. e. Distinguish between pictures and words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Supporting Instruction of Print Concepts</b> Basic Features of Print Discuss the difference between words and pictures, ensuring that students understand that words carry the meaning of the text and pictures may support the meaning.</p> <p><b>Assessment</b> Formative Assessments <b>Print Concepts Assessment</b> Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print. <i>For example:</i> <i>Student understands that print carries meaning.</i> <i>Prompt: Ask the student to state the difference between the words on the page and the pictures. Then write a simple sentence, such as "The boy jumps" and ask the student to read the sentence and show you what it means.</i></p> <p><i>Related content</i></p> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b> Take-Home Book <i>Preview and Predict</i> Describe the picture on the first page using key words to frontload vocabulary. Ask children to tell what they think the story will be about and why, noting details in the picture and title. <i>Check Comprehension</i> Prompt children to find details in the text or illustrations to support their answers to comprehension questions. Lesson 15: LI <b>"Up and Down"</b> • Unit 3, Lesson 15, TE p. 192 Lesson 22: Short u <b>"The Bus"</b> • Unit 5, Lesson 22, TE p. 280 Lesson 27: Short Vowel Review <b>"Lots of Fun"</b> • Unit 6, Lesson 27, TE p. 342</p>



**FOUNDATIONAL LITERACY STANDARDS**

**Phonological Awareness – Standard 2**

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and begin to produce rhyming words.</p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Recognize Rhyme <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> tip, sip, man pot, can, fan mop, sun, top see, tea, say cap, met, let big, tag, fig (TE p. 93)</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, TE p. 93</li> </ul> <p>Recognize and Produce Rhyme</p> <ul style="list-style-type: none"> <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> <b>Overview</b> Phonological Awareness Scope and Sequence Rationale <b>Five Basic Types of Activities</b> Activity Type 1: Rhyme and Alliteration  <ul style="list-style-type: none"> <li>Rhyme, p. 3</li> </ul>                     Activity Type 2: Oddity Tasks (phoneme categorization)  <ul style="list-style-type: none"> <li>Rhyme</li> </ul> <b>Modeling the Tasks</b> Rhyme Routine Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports.  <ul style="list-style-type: none"> <li>Page 4</li> </ul> <b>Professional Development</b> Instructional Guides Instructional Routines Booklet <b>Routine 7: Phonemic Awareness: Rhyme</b> Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports.  <ul style="list-style-type: none"> <li>Page 17</li> </ul> </p>
<p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Clap Syllables  <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>                     Clap and Count Syllables <i>For example:</i> <i>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.</i></p> <p style="text-align: right;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonological Awareness – Standard 2**

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>ave children say and clap the syllables after you. Then have them say and clap the syllables in these words.</i></p> <p><i>toe tiptoe ball baseball</i> <i>cow cowboy soccer kick kicker</i> <i>(TE p. 93)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, TE p. 72</li> <li>• Unit 1, Lesson 5, TE p. 75</li> </ul> <p>Blend Syllables</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 14</li> <li>• Unit 1, Lesson 2, TE p. 30</li> </ul> <p>Oral Blending</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 10, TE p. 127</li> <li>• Unit 3, Lesson 11, TE p. 141</li> <li>• Unit 3, Lesson 15, TE p. 191</li> </ul> <p>Oral Segmentation</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 10, TE p. 129</li> <li>• Unit 3, Lesson 11, TE p. 143</li> <li>• Unit 3, Lesson 14, TE p. 179</li> </ul> <p>Phonemic Manipulation: Delete Syllables</p> <p>Children clap to segment syllables.</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><b>Professional Development</b></p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p><b>Routine 8: Phonemic Awareness: Oral Blending</b></p> <p><b>Routine 9: Phonemic Awareness: Oral Segmentation</b></p> <p>Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> <li>• Pages 18-19</li> </ul> <p><b>Sound Wall</b></p> <p><b>Vowel Valley</b></p> <p>Vowel Valley Wall</p> <p>Vowel Sound Cards</p> <p><b>Consonants Wall</b></p> <p>Consonants Wall</p> <p>Consonants Sound Cards</p> <p><b>Grapheme Wall</b></p> <p>Phonemes and Graphemes</p> <p>Phonemes/Graphemes Cards</p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonological Awareness – Standard 2**

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><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). Ask them to segment each word in the second row sound-by-sound (phoneme), then count the number of sounds.</i> <i>(onset/rime) did Dan mad dash</i> <i>(phoneme) he do if add</i> <i>(TE p. 132)</i></p> <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><b>TE DIGITAL RESOURCES*</b> <b>Overview</b> Phonological Awareness Scope and Sequence Rationale <b>Five Basic Types of Activities</b> Activity Type 3: Oral Blending 2. Onset and rime Activity Type 4: Oral Segmentation (including counting sounds) 2. Onset and rime <b>Modeling the Tasks</b> Oral Blending Routine (Onset/Rime) Oral Segmentation Routine (Onset/Rime) Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> <li>• Pages 8–9</li> </ul>
<p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Isolate Beginning Sounds</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 42</li> <li>• Unit 1, Lesson 4, TE p. 58</li> </ul> <p>Isolate Beginning and Ending Sounds</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, TE p. 70</li> <li>• Unit 2, Lesson 7, TE p. 98</li> <li>• Unit 5, Lesson 24, TE p. 311</li> </ul> <p>Isolate Beginning, Medial, and Ending Sounds <i>For example:</i> <i>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.</i></p> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonological Awareness – Standard 2**

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p>	<p style="text-align: center;"><i>continued</i></p> <p>(beginning) <i>it kit fit sock</i> (middle) <i>kick rip map lock</i> (end) <i>hill job pack sad</i> (TE p. 210)</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, TE p. 110</li> <li>Unit 3, Lesson 13, TE p. 172</li> <li>Unit 4, Lesson 16, TE p. 210</li> </ul> <p>Isolate Medial Sounds</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 17, TE p. 225</li> <li>Unit 4, Lesson 18, TE p. 237</li> </ul> <p><b>Teacher Table: Intervention</b> Say and Write Have children isolate and say beginning sounds for three-phoneme words.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 17</li> <li>Unit 1, Lesson 2, TE p. 31</li> </ul> <p>Distinguish Initial and Final Consonant Sounds</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, TE p. 119</li> <li>Unit 2, Lesson 10, TE p. 131</li> </ul> <p><b>Word Study/Morphology:</b> Distinguish Initial and Final Consonant Sounds <i>For example:</i> <i>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)</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, TE p. 119</li> <li>Unit 2, Lesson 10, TE p. 131</li> </ul>
<p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Phonemic Awareness</b> Phonemic Manipulation: Add Sounds <i>For example:</i> <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.</i> <i>up, /k/ ox, /f/ end, /b/ inch, /p/</i> (TE p. 344)</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 27, TE p. 344</li> </ul> <p>Phonemic Manipulation: Add Sounds</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, TE p. 356</li> <li>Unit 6, Lesson 29, TE p. 368</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonological Awareness – Standard 2**

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p style="text-align: center;"><i>continued</i></p> <p>FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Phonemic Manipulation: Substitute Sounds</b></p> <p><i>For example:</i> Say the word <i>go</i>. Tell children to replace the /g/ sound with /n/. Ask: What's the new word? <i>Model: /nnnōōō/, no. Have children replace the initial sound in these words.</i> 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> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p><b>Five Basic Types of Activities</b></p> <p>Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)</p> <p><b>Modeling the Tasks</b></p> <p>Phonemic Manipulation Routine (Substitution) Phonemic Manipulation Routine (Addition) Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> <li>• Pages 10–11</li> </ul> <p><b>Professional Development</b></p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p><b>Routine 10: Phonemic Awareness: Phoneme Manipulation (Substitution)</b></p> <p><b>Routine 11: Phonemic Awareness: Phoneme Manipulation (Addition)</b></p> <p><b>Routine 12: Phonemic Awareness: Phoneme Manipulation (Deletion)</b></p> <p>Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> <li>• Pages 21–23</li> </ul>
---	--

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b> Learn and Blend/Blend 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>Read Connected Text</b></p> <p>Take-Home Book</p> <p>Lesson 11: Hh "Hats"</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE pp. 143-144</li> </ul> <p>Lesson 14: Bb "Good or Bad?"</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE pp. 179-180</li> </ul> <p>Lesson 18: Gg "Where Am I?"</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE pp. 229-230</li> </ul> <p><b>Handwriting</b> Trace and Write</p> <p>Trace and write the letter. Say the sound each time you write the letter.</p> <p><i>For example:</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. 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. (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><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> <p><b>Lesson 11: Hh</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE p. 146/TE pp. 146-147, 149</li> </ul> <p><b>Lesson 14: Bb</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE p. 182/TE pp. 182-183, 185</li> </ul> <p><b>Lesson 18: Gg</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE p. 232/TE pp. 232-233, 235</li> </ul> <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).



**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Sound Sort</b> Sort It Out Say each picture name. Then sort the pictures by beginning consonant sound.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE p. 148</li> <li>• Unit 3, Lesson 14, SE/TE p. 184</li> <li>• Unit 4, Lesson 18, SE/TE p. 234</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p>Oral Blending</p> <p><b>Lesson 11: Hh</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 141</li> </ul> <p><b>Lesson 14: Bb</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, TE p. 177</li> </ul> <p><b>Lesson 18: Gg</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, TE p. 227</li> </ul> <p><b>Introduce Sound-Spelling</b> Learn and Blend/Blend It</p> <p><b>Lesson 11: Hh</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 141</li> </ul> <p><b>Lesson 14: Bb</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, TE p. 177</li> </ul> <p><b>Lesson 18: Gg</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, TE p. 227</li> </ul> <p><b>Learning Center</b></p> <p><b>Hh Around the Classroom</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 142</li> </ul> <p><b>Bb Concentration</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, TE p. 178</li> </ul> <p><b>Gg Tic-Tac-Toe</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, TE p. 228</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Professional Development</b></p> <p>Action Rhyme Videos</p> <ul style="list-style-type: none"> <li>• Bb</li> <li>• Ee</li> <li>• Vv</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <p>Benchmark (Interactive)</p> <p>Benchmark Assessments</p> <ul style="list-style-type: none"> <li>• Uppercase Letter-Name Assessment</li> <li>• Lowercase Letter-Name Assessment</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p style="text-align: center;"><i>continued</i></p> <p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> <li>• Letter-Sound Assessment Benchmark (PDF)</li> <li>• Benchmark Assessments/Administration &amp; Analyses</li> <li>• Letter-Name and Letter-Sound Assessments</li> </ul> <p><b><i>Differentiation Supports</i></b></p> <p>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><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b><i>Introduction</i></b></p> <p>Learn and Blend/Blend 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><i>Read Connected Text</i></b></p> <p>Take-Home Book</p> <p>Lesson 11: Hh</p> <p><b>“Hats”</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE pp. 143-144</li> </ul> <p>Lesson 14: Bb</p> <p><b>“Good or Bad?”</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, SE/TE pp. 179-180</li> </ul> <p>Lesson 18: Gg</p> <p><b>“Where Am I?”</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, SE/TE pp. 229-230</li> </ul> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p><b><i>Lessons 1-30</i></b></p> <p>Decodable Text</p> <p>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 <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>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.</p> <p>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.</p> <p style="text-align: center;"><i>continued</i></p>
--	---

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 11: Hh <b>“My Hat”</b></p> <ul style="list-style-type: none"> <li>Lesson 11, pp. 105–106</li> </ul> <p>Lesson 14: Bb <b>“Bob or Rob?”</b></p> <ul style="list-style-type: none"> <li>Lesson 14, pp. 73–74</li> </ul> <p>Lesson 18: Gg <b>“Meg and Rags”</b></p> <ul style="list-style-type: none"> <li>Lesson 18, pp. 105–106</li> </ul> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <b>Sound Wall</b> Consonant Wall Articulation Videos &amp; Consonant Sound Cards <b>Consonant Wall</b> <b>Phoneme/Grapheme Cards</b></p>
<p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short phonemes with common spellings for the five major vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> <b>Introduction</b> Learn and Blend/Blend It</p> <p><b>Short e</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 17, SE/TE p. 215</li> </ul> <p><b>Short u</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 22, SE/TE p. 277</li> </ul> <p><b>Long Vowels (e, i, o)</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, SE/TE p. 351</li> </ul> <p><b>Dictation</b> Think and Write</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 17, SE p. 220/TE pp. 220–221, 223</li> <li>Unit 5, Lesson 22, SE p. 282/TE pp. 282–283, 285</li> <li>Unit 6, Lesson 28, SE p. 356/TE pp. 356–357, 359</li> </ul> <p><b>Sound Sort</b> Sort It Out Children sort the words to show those that have <b>short a</b> and those that do not.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 30</li> </ul> <p>Children that they will now sort the words according to the short vowel sound: /a/ or /i/.</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 7, SE/TE p. 98</li> </ul> <p style="text-align: center;"><i>continued</i></p>

Sadlier and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p><i>continued</i></p> <p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short phonemes with common spellings for the five major vowels.</p>	<p><i>continued</i></p> <p><b>Word Sort</b> Sort It Out Sort words in the box according to long vowel sound or short vowel sound. <i>For example:</i> 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)</p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, SE/TE p. 358</li> </ul> <p><b>Independent Practice</b> Read and Write <i>For example:</i> 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)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 31</li> <li>Unit 4, Lesson 17, SE/TE p. 223</li> <li>Unit 6, Lesson 28, SE/TE p. 359</li> </ul> <p><b>Cumulative Review</b> Build Fluency</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 32</li> <li>Unit 4, Lesson 17, SE/TE p. 224</li> <li>Unit 6, Lesson 28, SE/TE p. 360</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Introduce Sound-Spelling</b> Learn and Blend/Blend It</p> <p><b>Short e</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 17, TE p. 215</li> </ul> <p><b>Short u</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 22, TE p. 277</li> </ul> <p><b>Long Vowels (e, i, o)</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, TE p. 351</li> </ul> <p><b>TE DIGITAL RESOURCES*</b> <b>Assessment</b> Benchmark (PDF) Benchmark Assessments Phonics Quick Check Benchmark Assessments Administration &amp; Analyses Phonics Quick Check Administration &amp; Analyses</p>
---	--

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> <b>High-Frequency Words</b> Read-Spell-Write</p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 17, SE/TE p. 216</li> <li>• Unit 5, Lesson 22, SE/TE p. 278</li> <li>• Unit 6, Lesson 28, SE/TE p. 352</li> </ul> <p><u>TEACHER’S EDITION</u> <b>High-Frequency Words</b> Review/Extend</p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 17, TE pp. 217, 220, 225</li> <li>• Unit 5, Lesson 22, TE pp. 279, 282, 287</li> <li>• Unit 6, Lesson 28, TE pp. 353, 356, 361</li> </ul> <p><u>TE DIGITAL RESOURCES*</u> <b>Overview</b> High-Frequency Words High-Frequency Words Decodable Text Words Irregular High-Frequency Words</p> <p><b>Professional Development</b> Instructional Guides 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> Benchmark (Interactive) Benchmark Assessments High-Frequency Word Assessment Benchmark PDF Benchmark Assessments High-Frequency Word Assessments High-Frequency Word Administration &amp; Analyses</p> <p><b>Differentiation Supports</b> 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>
---	---

**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode regularly spelled CVC words.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Introduction</b> Learn and Blend/Blend It <b>Lesson 9: Ff</b> CVC words: <i>fan, fat, fit</i>. • Unit 2, Lesson 9, SE/TE p. 115 <b>Lesson 18: Gg</b> CVC words: <i>leg, beg, big, pig</i>. • Unit 4, Lesson 18, SE/TE p. 227 <b>Lesson 23: Jj</b> CVC words: <i>jam, jet, jug</i>. • Unit 5, Lesson 23, SE/TE p. 289 <b>Read Connected Text</b> Take-Home Book Lesson 17: Short e CVC words: <i>men, hop, ten, big</i>.     <b>"Ten Little Men"</b>     • Unit 4, Lesson 17, SE/TE pp. 217–218 Lesson 21: Vv CVC words: <i>dog, vet, cat</i>.     <b>"The Best Vet"</b>     • Unit 5, Lesson 21, SE/TE pp. 267–268 Lesson 29: Final e (a_e) CVC words: <i>hat, did, can, big</i>.     <b>"The Hat"</b>     • Unit 6, Lesson 29, SE/TE pp. 365–366</p>
<p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Distinguish between similarly spelled words by identifying the letters that differ.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Introduction</b> Learn and Blend/Blend It <b>Lesson 4: Tt</b> Children identify sounds of letters that differ in similarly spelled words, including <i>mat/sat</i>. • Unit 1, Lesson 4, SE/TE p. 51 <b>Lesson 11: Hh</b> Children identify sounds of letters that differ in similarly spelled words, including <i>his/hit, fan/can</i>. • Unit 3, Lesson 11, SE/TE p. 141 <b>Lesson 18: Gg</b> Children identify sounds of letters that differ in similarly spelled words, including <i>leg/beg, big/pig, bag/rag</i>. • Unit 4, Lesson 18, SE/TE p. 227</p> <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).



**FOUNDATIONAL LITERACY STANDARDS**

**Phonics and Word Recognition – Standard 3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.PWR.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Distinguish between similarly spelled words by identifying the letters that differ.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>TEACHER'S EDITION</b> <b>Introduce Sound-Spelling</b> Learn and Blend/Blend It</p> <p><b>Lesson 4: Tt</b> Children identify sounds of letters that differ in similarly spelled words, including <i>mat/sat</i>.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 51</li> </ul> <p><b>Lesson 11: Hh</b> 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"> <li>Unit 3, Lesson 11, TE p. 141</li> </ul> <p><b>Lesson 18: Gg</b> 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"> <li>Unit 4, Lesson 18, SE/TE p. 227</li> </ul> <p><i>Related content</i></p> <p><b>Phonemic Awareness</b> Recognize and Produce Rhyme</p> <p><i>For example:</i> 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.</p> <p><i>kid, hat, lid      pass, kit, bit      kick, sick, bus</i> <i>dip, dim, Kim      back, book, pack      lock, sock, lot</i> (TE p. 208)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, TE p. 158</li> <li>Unit 4, Lesson 16, TE p. 208</li> </ul>

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Write uppercase and lowercase manuscript letters from memory.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></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> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Write uppercase and lowercase manuscript letters from memory.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, SE/TE p. 147</li> <li>• Unit 5, Lesson 24, SE/TE p. 307</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></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><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Handwriting</b> 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> Mm, Aa, Ss, Tt, Pp</p> <ul style="list-style-type: none"> <li>• Page 3–12</li> </ul> <p>Nn, Ii, Cc, Ff, Dd</p> <ul style="list-style-type: none"> <li>• Pages 13–22</li> </ul> <p>Hh, Oo, Rr, Bb, Ll</p> <ul style="list-style-type: none"> <li>• Pages 23–32</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Write uppercase and lowercase manuscript letters from memory.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Kk, Ee, Gg, Ww, Xx • Pages 33–42 Vv, Uu, Jj, Qq, Yy, Zz • Pages 43–54 Letter Formation Chart • Page 55 Handwriting Practice • Pages 56–64</p>
<p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Handwriting</b> Trace and Write Trace and write the letter. Say the sound each time you write the letter.</p> <p><b>Lesson 9: Ff</b> • Unit 2, Lesson 9, SE/TE p. 119 <b>Lesson 17: Short e</b> • Unit 4, Lesson 17, SE/TE p. 219 <b>Lesson 22: Short u</b> • Unit 5, Lesson 22, SE/TE p. 281</p> <p><b>Dictation</b> Think and Write/Listen and Spell</p> <p><b>Lesson 9: Ff</b> • Unit 2, Lesson 9, SE p. 120/TE pp. 120–121, 123 <b>Lesson 17: Short e</b> • Unit 4, Lesson 17, SE p. 220/TE pp. 220–221, 223 <b>Lesson 22: Short u</b> • Unit 5, Lesson 22, SE p. 282/TE pp. 282–283, 285</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p><b>Handwriting</b> 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> Mm, Aa, Ss, Tt, Pp • Page 3–12 Nn, Ii, Cc, Ff, Dd • Pages 13–22 Hh, Oo, Rr, Bb, Ll • Pages 23–32 Letter Formation Chart • Page 55</p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>c. Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i>.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Dictation</b> Think and Write/Listen and Spell <i>For example:</i> <b>Think and Write</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Say the word fan. Model segmenting the word sound by sound. Move your hand from left to right as you go from one sound to the next (/f/ /a/ /n/). Have children repeat. Ask: How many sounds are in the word fan?</li> <li>• Guide children to connect each sound to a spelling. Say: What is the first sound in fan? That's right, /f/. What letter do we write for that sound? [Write the letter f.] What is the next sound in fan? Yes, it's /a/. What letter have we learned for the short a sound? (a) What is the last sound in fan? That's right, /n/. What letter do we write for that sound? [Write the letter n.] (TE p. 120)</li> </ul> <p><b>Lesson 9: Ff</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 9, SE p. 120/TE pp. 120–121, 123</li> </ul> <p><b>Lesson 17: Short e</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 17, SE p. 220/TE pp. 220–221, 223</li> </ul> <p><b>Lesson 22: Short u</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 22, SE p. 282/TE pp. 282–283, 285</li> </ul> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <b>Sound Wall</b> <b>Grapheme Wall</b> Phonemes and Graphemes Phonemes/Graphemes Cards</p>
<p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</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> <b>Introduction</b> Daily Practice: Spell It <b>Lesson 4: Tt</b> CV word: <i>at</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE/TE p. 51</li> </ul> <p><b>High-Frequency Words</b> Read-Spell-Write VC word: <i>on</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE/TE p. 52</li> </ul> <p><b>Dictation</b> Think and Write/Listen and Spell VC word: <i>at</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE/TE p. 56</li> </ul> <p><b>Word Building</b> Trace, Write, and Build VC words: <i>on, at</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE/TE p. 56</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ <b>CVC Words</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b></p> <p>Daily Practice: Spell It</p> <p><b>Lesson 9: Ff</b> CVC words: <i>fan, fat, fit.</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 115</li> </ul> <p><b>Lesson 18: Gg</b> CVC words: <i>leg, beg, big, pig.</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE p. 227</li> </ul> <p><b>Lesson 23: Jj</b> CVC words: <i>jam, jet, jug.</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 23, SE/TE p. 289</li> </ul> <p><b>Dictation</b></p> <p>Think and Write/Listen and Spell</p> <p>CVC words: <i>fan, sit, fin.</i></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE p. 120/TE pp. 120-121, 123</li> </ul> <p>CVC words: <i>big, hen, can, get.</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE p. 232/TE pp. 232-233, 235</li> </ul> <p>CVC words: <i>jug, log.</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 23, SE p. 294/TE pp. 294-295, 297</li> </ul> <p><b>Word Building</b></p> <p>Trace, Write, and Build</p> <p>CVC words: <i>fat, fit.</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 56</li> </ul> <p>CVC words: <i>leg, big, dog.</i></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 18, SE/TE p. 233</li> </ul> <p>CVC words: <i>jet, job, jam.</i></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 23, SE/TE p. 295</li> </ul> <p>~~~~~ <b>V Words</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>High-Frequency Words</b></p> <p>Read-Spell-Write</p> <p>V word: <i>i.</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 24</li> </ul> <p>V word: <i>a.</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 38</li> </ul> <p><b>Word Building</b></p> <p>Trace, Write, and Build</p> <p>V word: <i>i.</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 29</li> </ul> <p>V words: <i>a, i.</i></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 43</li> </ul> <p style="text-align: right;"><i>continued</i></p>
--	---

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ <b>V Words</b> (cont.) ~~~~~</p> <p><b>Cumulative Review</b> Build Fluency V word: <i>l</i>. • Unit 1, Lesson 2, SE/TE p. 32 V word: <i>a</i>. • Unit 1, Lesson 3, SE/TE p. 46</p> <p style="text-align: center;">~~~~~ <b>CV Words</b> ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>High-Frequency Words</b> Read-Spell-Write CV word: <i>no</i>. • Unit 2, Lesson 9, SE/TE p. 116 CV word: <i>go</i>. • Unit 5, Lesson 21, SE/TE p. 266</p> <p><b>Introduction</b> Daily Practice: Spell It <b>Lesson 28: Long Vowels (e, i, o)</b> CV words: <i>no, go, so</i>. • Unit 6, Lesson 28, SE/TE p. 351</p> <p><b>Dictation</b> Think and Write/Listen and Spell CV words: <i>go, hi, me</i>. • Unit 6, Lesson 28, SE p. 356/TE pp. 356–357, 359</p> <p><b>Word Building</b> Trace, Write, and Build CV word: <i>no</i>. • Unit 2, Lesson 9, SE/TE p. 121 CV word: <i>go</i>. • Unit 5, Lesson 21, SE/TE p. 271 CV words: <i>me, no, hi</i>. • Unit 6, Lesson 28, SE/TE p. 357</p>
<p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Introduction</b> Learn and Blend/Blend It <b>Lesson 14: Bb</b> • Unit 3, Lesson 14, SE/TE p. 177 <b>Lesson 22: Short u</b> • Unit 5, Lesson 22, SE/TE p. 277 <b>Lesson 28: Long Vowels (e, i, o)</b> • Unit 6, Lesson 28, SE/TE p. 351</p> <p style="text-align: center;"><i>continued</i></p>



**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text</b> Take-Home Book Lesson 14: Bb “Good or Bad?” • Unit 3, Lesson 14, SE/TE pp. 179–180 Lesson 22: Short u “The Bus” • Unit 5, Lesson 22, SE/TE pp. 279–280 Lesson 28: Long Vowels (e, i, o) “We Play” • Unit 6, Lesson 28, SE/TE p. 351</p> <p><b>Handwriting</b> Trace and Write • Unit 3, Lesson 14, SE/TE p. 181 • Unit 6, Lesson 27, SE/TE p. 345 • Unit 6, Lesson 28, SE/TE p. 357</p> <p><b>Dictation</b> Trace and Write/Listen and Spell • Unit 3, Lesson 14, SE p. 182/TE pp. 182–183, 185 • Unit 6, Lesson 27, SE p. 344/TE pp. 344–345, 347 • Unit 6, Lesson 28, SE p. 356/TE pp. 356–357, 359</p> <p><b>Sound Sort</b> Sort It Out • Unit 3, Lesson 14, SE p. 185/TE pp. 184–185</p> <p><b>Word Sort</b> Sort It Out • Unit 6, Lesson 27, SE/TE p. 348 • Unit 6, Lesson 28, SE/TE p. 358</p> <p><b>Independent Practice</b> Read and Write • Unit 3, Lesson 14, SE/TE p. 185 • Unit 6, Lesson 27, SE/TE p. 349 • Unit 6, Lesson 28, SE/TE p. 359</p> <p><u>TEACHER’S EDITION</u> <b>Introduce Sound-Spelling</b> Learn and Blend/Blend It Each lesson begins with a focus on sound-spelling connections. Lesson 22: Short u • Unit 5, Lesson 22, TE p. 277 Lesson 27: Short Vowel Review • Unit 6, Lesson 27, TE p. 339 Lesson 28: Long Vowels (e, i, o) • Unit 6, Lesson 28, TE p. 351</p> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u> <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><i>See also</i></p> <p><u>TEACHER'S EDITION</u> <b>Phonemic Awareness</b> Clap Syllables</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>Blend Syllables</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 30</li> <li>• Unit 1, Lesson 4, TE p. 61</li> </ul> <p>Clap and Count Syllables</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, TE pp. 72, 75</li> </ul> <p><u>TE DIGITAL RESOURCES*</u> <b>Overview</b> Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities <b>Activity Type 4: Oral Segmentation</b></p> <ul style="list-style-type: none"> <li>• 1. Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”)</li> </ul>
<p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>f. Write some common, frequently used words (<i>am, and, like, the</i>).</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</p> <p>The</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE/TE p. 52</li> </ul> <p>Like</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, SE/TE p. 66</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, SE/TE p. 166</li> </ul> <p><b>Word Building</b> Trace, Write, and Build</p> <p>The</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE/TE p. 57</li> </ul> <p>Like</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, SE/TE p. 71</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, SE/TE p. 171</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>f. Write some common, frequently used words (<i>am, and, like, the</i>).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Cumulative Review</b> Build Fluency The</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE/TE p. 60</li> <li>• Unit 1, Lesson 5, SE/TE p. 74</li> </ul> <p>See also</p> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Differentiation Supports</b> Additional Routines</p> <ul style="list-style-type: none"> <li>Teacher’s Guide to High-Frequency Words</li> <li>What Are High-Frequency Words?</li> <li>Supporting Instruction of High-Frequency Words</li> <li>Use the Read/Spell/Write/Extend Routine</li> <li>Use Flashcards</li> <li>Build a Log of Cumulative Sentences</li> <li>Play <i>What’s Missing?</i></li> <li>Play <i>Mix and Fix It</i></li> </ul>
<p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>g. Print many upper and lowercase letters.</p> <p style="text-align: center;"><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</p> <ul style="list-style-type: none"> <li>Letter Formation Assessment</li> </ul> <p><b>Differentiation Supports</b> Additional Routines</p> <ul style="list-style-type: none"> <li>Letter Formation Cards</li> <li>Letter Formation Chart</li> <li>Letter Formation Instruction</li> <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 style="text-align: center;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Word Composition – Standard 4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>g. Print many upper and lowercase letters.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <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></p> <p>Instructional Resources</p> <ul style="list-style-type: none"> <li>Letter Cards</li> <li>Large Letter Cards</li> </ul> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Assessment</b></p> <p>Assessment Overview</p> <ul style="list-style-type: none"> <li>Formative Assessments             <ul style="list-style-type: none"> <li>• Letter Formation Assessment, p. 2</li> </ul> </li> </ul> <p>Formative Assessments</p> <ul style="list-style-type: none"> <li>Letter Formation Assessment</li> </ul> <p><b>Differentiation Supports</b></p> <p>Additional Routines</p> <ul style="list-style-type: none"> <li>Letter Formation Cards</li> <li>Letter Formation Chart</li> <li>Letter Formation Instruction             <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> </ul> </li> </ul> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p><b>Handwriting</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> <ul style="list-style-type: none"> <li>Mm, Aa, Ss, Tt, Pp             <ul style="list-style-type: none"> <li>• Page 3–12</li> </ul> </li> <li>Nn, Ii, Cc, Ff, Dd             <ul style="list-style-type: none"> <li>• Pages 13–22</li> </ul> </li> <li>Hh, Oo, Rr, Bb, Ll             <ul style="list-style-type: none"> <li>• Pages 23–32</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>
---	---

## FOUNDATIONAL LITERACY STANDARDS

### Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>g. Print many upper and lowercase letters.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Kk, Ee, Gg, Ww, Xx • Pages 33–42 Vv, Uu, Jj, Qq, Yy, Zz • Pages 43–54 Letter Formation Chart • Page 55 Handwriting Practice • Pages 56–64</p>

### Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read emergent-reader texts with purpose and understanding.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>Read Connected Text</b> Take-Home Book Children read emergent-reader texts with purpose and understanding. <i>For example:</i> <b>Preview and Predict</b> 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. <b>Check Comprehension</b> 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.</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> <li>• Why do you think Bill's dog follows him when he goes back up the hill with his pail?</li> <li>• What could Bill do so that the water doesn't spill out this time? (TE p. 192)</li> </ul> <p>Lesson 15: Ll "Up and Down" • Unit 3, Lesson 15, SE/TE pp. 191–192</p> <p>Lesson 22: Short u "The Bus" • Unit 5, Lesson 22, SE/TE pp. 279–280</p> <p>Lesson 27: Short Vowel Review "Lots of Fun" • Unit 6, Lesson 27, SE/TE pp. 341–342</p> <p style="text-align: right;"><i>continued</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p style="text-align: center;"><i>continued</i></p> <p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read emergent-reader texts with purpose and understanding.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u> <b>Differentiation Supports</b> Additional Routines</p> <p><b>Fluency Routines and Minilessons, Level K</b></p> <ul style="list-style-type: none"> <li>• Lesson 2: Introduce the Repeated Reading Fluency Routine</li> <li>• Lesson 3: Model Fluency: Pauses Between Words</li> <li>• Lesson 5: Choral Read</li> <li>• Lesson 11: Reader’s Theater</li> <li>• Lesson 13: Audiobook Modeling</li> <li>• Lesson 15: Echo Read/*Assess Fluency (wcpm)</li> <li>• Lesson 21: Paired Repeated Readings</li> <li>• Lesson 22: 2-Minute Drills</li> </ul> <p><b>Units 1–6</b> 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.</p> <p>Unit 3, Lesson 15: LI <b>“Up and Down” Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 15</li> </ul> <p>Unit 5, Lesson 22: Short u <b>“The Bus” Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 22</li> </ul> <p>Unit 6, Lesson 27: Short Vowel Review <b>“Lots of Fun” Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 27</li> </ul> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u> <b>Lessons 1–30</b> 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 <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>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.</p> <p>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.</p> <p>Lesson 15: LI <b>“Fill the Bins”</b></p> <ul style="list-style-type: none"> <li>• Lesson 15, pp. 121–122</li> </ul> <p style="text-align: right;"><i>continued</i></p>
---	---

**FOUNDATIONAL LITERACY STANDARDS**

**Fluency – Standard 5**

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read emergent-reader texts with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 22: Short u  <b>“The Little Cub”</b>            • Lesson 22, pp. 149–150</p> <p>Lesson 27: Short Vowel Review  <b>“Ned and Hal”</b>            • Lesson 27, pp. 169–170</p> <p><b>FLUENCY BOOSTER TEACHER’S COMPONENT*</b></p> <p><b>Lessons 1–30</b>            Decodable Text Lesson Plan            Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson 15: L  <b>“Fill the Bins” Lesson Plan</b></p> <p>Lesson 22: Short u  <b>“The Little Cub” Lesson Plan</b></p> <p>Lesson 27: Short Vowel Review  <b>“Ned and Hal” Lesson Plan</b></p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><b>Decodable Library</b>            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.</p> <p>CONSONANTS/H, R, B, L            • Level K (l)  <b>“Up and Down”</b>            Take-Home Book and Lesson Plan</p> <p>SHORT VOWELS/SHORT U            • Level K  <b>“The Bus”</b>            Take-Home Book and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW            • Level K  <b>“Ned and Hal”</b>            Take-Home Book and Lesson Plan</p>



**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>a. With modeling or verbal prompts, orally produce complete sentences.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b> Take-Home Book <i>Check Comprehension</i> Prompt children to answer in complete sentences. Lesson 17: Short e     <b>"Ten Little Men"</b>     • Unit 4, Lesson 17, SE/TE pp. 217–218 Lesson 21: Vv     <b>"The Best Vet"</b>     • Unit 5, Lesson 21, SE/TE pp. 267–268 Lesson 29: Final e (a_e)     <b>"The Hat"</b>     • Unit 6, Lesson 29, SE/TE pp. 365–366</p>
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>b. Follow one-to-one correspondence between voice and print when writing a sentence.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Dictation</b> Think and Write/Listen and Spell Guide children to connect each sound to a spelling. <i>For example:</i> <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/).</i> <i>Have children repeat. Ask: How many sounds are in the word hat?</i> <i>(TE p. 147)</i> • Unit 3, Lesson 11, SE p. 146/TE pp. 146–147, 149 • Unit 5, Lesson 22, SE p. 282/TE pp. 282–283, 285 • Unit 6, Lesson 28, SE p. 356/TE pp. 356–357, 359</p>
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b> Take-Home Book <i>First Read (Read Together)</i> Determine if a difficult word is a noun or a verb. Lesson 15: Ll     <b>"Up and Down"</b>     • Unit 3, Lesson 15, TE p. 192 Lesson 22: Short u     <b>"The Bus"</b>     • Unit 5, Lesson 22, TE p. 280 Lesson 27: Short Vowel Review     <b>"Lots of Fun"</b>     • Unit 6, Lesson 27, TE p. 342</p>

**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>d. Form regular plural nouns when speaking and in shared language activities.</p>	<p><b>TEACHER'S EDITION</b> <b>Word Study/Morphology</b> <i>For example:</i> <i>Write book and books. Read aloud each word. Remind children that we can add -s to the end of a word to make it plural, or mean "more than one."</i> <i>Write box and boxes and read the words. Say: We add -es to words that end with x when we want to make the word mean "more than one": box-es. Write these words: ax/axes, fox/foxes, six/sixes. Have children say each set, identify the plural, and underline the -es spelling. (TE p. 255)</i></p> <p><b>Plurals Nouns with -s</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 6, TE p. 83</li> </ul> <p><b>Plurals Nouns with -es</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 20, TE p. 255</li> </ul> <p><b>Plural Nouns with -s</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 23, TE p. 293</li> </ul> <p><b>Teacher Table: Intervention</b> Word Study/Morphology: Plurals Nouns with -s</p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 6, TE p. 83</li> </ul> <p>Word Study/Morphology: Plurals Nouns with -es</p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 20, TE p. 255</li> </ul> <p>Word Study/Morphology: Plural Nouns with -s</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 23, TE p. 293</li> </ul>
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>e. Understand and use question words (interrogatives) when speaking and in shared language activities.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>High-Frequency Words</b> Read-Spell-Write</p> <p><i>What</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, SE/TE p. 154</li> </ul> <p><i>Where</i></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, SE/TE p. 228</li> <li>• Unit 6, Lesson 30, SE/TE p. 376</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b> Take-Home Book <i>Check Comprehension</i></p> <p><i>Where, why</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 14, TE p. 180</li> </ul> <p><i>What, who</i></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 19, TE p. 242</li> </ul> <p><i>What, which, where, when</i></p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 30, SE/TE p. 376</li> </ul>

**FOUNDATIONAL LITERACY STANDARDS**

**Sentence Composition – Standard 6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>f. Use the most frequently occurring prepositions when speaking and in shared language activities.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> <b>High-Frequency Words</b> Read-Spell-Write/Use in Context</p> <p><i>To</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, SE/TE p. 66</li> </ul> <p><i>Under</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, SE/TE p. 166</li> </ul> <p><i>Down, up</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 15, SE/TE p. 190</li> </ul> <p><i>With</i></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 18, SE/TE p. 228</li> </ul>
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>g. Produce and expand complete sentences in shared language activities.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><u>TEACHER'S EDITION</u> <b>High-Frequency Words</b> Review/Extend</p> <p>Children create oral sentences and expand on one sentence by adding descriptive details.</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, TE p. 155</li> <li>• Unit 4, Lesson 19, TE p. 241</li> <li>• Unit 5, Lesson 25, TE p. 315</li> </ul>
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>h. Capitalize the first word in a sentence and the pronoun <i>I</i>.</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/Use in Context</p> <p>The pronoun <i>I</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 24</li> </ul> <p><b>Word Building</b> Trace, Write, and Build</p> <p>The pronoun <i>I</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 29</li> </ul> <p><b>Cumulative Review</b> Build Fluency</p> <p>The pronoun <i>I</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 32</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## FOUNDATIONAL LITERACY STANDARDS

### Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>h. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>TEACHER'S EDITION</b> <b>Print Concepts</b> Understanding How Sentences Work Capitalize the first word in a sentence. <i>For example:</i> <i>Write "i am dan" and read it aloud. Guide children to note the errors in the sentence and correct them. Remind children that every sentence starts with an uppercase letter and ends with an end mark; names and I also use uppercase letters. (TE p. 243)</i></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 10, TE p. 131</li> <li>• Unit 4, Lesson 16, TE p. 207</li> <li>• Unit 4, Lesson 19, TE p. 243</li> </ul>
<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>i. Recognize and name end punctuation.</p>	<p><b>TEACHER'S EDITION</b> <b>Print Concepts</b> Understanding How Sentences Work Recognize and name end punctuation. <i>For example:</i></p> <ul style="list-style-type: none"> <li>• Write the sentence "Ducks hop on the bus." Point to each word as you track the print. Guide children to count the words and name the end mark. Remind children that a period ends a telling sentence.</li> <li>• Write "What bad luck!" Name the exclamation mark and explain that it shows strong feeling. Have children read the sentence with strong feeling.</li> <li>• Name an end mark. Have partners find and read all the sentences or phrases with this end mark. (TE p. 281)</li> </ul> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 11, TE p. 145</li> <li>• Unit 3, Lesson 15, TE p. 193</li> <li>• Unit 5, Lesson 22, TE p. 281</li> </ul>

### Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p> <p>i. Identify new meanings for familiar words and apply them accurately.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p> <p>ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>	<p><b>TEACHER'S EDITION</b> <b>Word Study/Morphology</b> Inflectional Ending -s <i>For example:</i> <i>Write the word digs. Ask: What word do you see in digs? Guide children in separating the base word dig from the -s ending to identify the word. Then guide them in blending dig and the -s ending to read digs. Remind children that the -s ending sometimes makes the /z/ sound. Repeat with the following words: gets, begs, robs, fills. To read each word, have children first find the base word in the given word. (TE p. 231)</i></p> <p><b>Teacher Table: Intervention</b> Word Study/Morphology: Inflectional Ending -s <b>Inflectional Ending -s</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, TE p. 95</li> <li>• Unit 4, Lesson 18, TE p. 231</li> <li>• Unit 5, Lesson 24, TE p. 305</li> </ul>
<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.choosing flexibly from an array of strategies.</p> <p>i. Sort common objects into categories to gain a sense of the concepts the categories represent.</p>	<p><b>TEACHER'S EDITION</b> <b>Sound Sort</b> 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> <b>Open Sort</b> <i>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)</i></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 4, SE p. 59/TE pp. 58–59</li> <li>• Unit 3, Lesson 14, SE p. 185/TE pp. 184–185</li> <li>• Unit 6, Lesson 26, SE p. 335/TE pp. 334–335</li> </ul>
<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.choosing flexibly from an array of strategies.</p> <p>ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>

**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.choosing flexibly from an array of strategies.</p> <p>iii. Make real-life connections between words and their use.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b> Daily Practice <i>Write About It</i> Children use study words to create a story</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 23</li> <li>• Unit 3, Lesson 13, SE/TE p. 165</li> <li>• Unit 4, Lesson 17, SE/TE p. 215</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b> Take-Home Book Comprehension questions help children explore personal connections to words in the story.</p> <p><i>For example:</i> <i>What is the last thing the rat ran under? How does the rat feel about this? Point to details in the pictures and to words that show or tell how the rat feels. (TE p. 168)</i></p> <p><b>“I Can”</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 25</li> </ul> <p><b>“Uh-oh!”</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, TE p. 168</li> </ul> <p><b>“Ten Little Men”</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 17, TE p. 242</li> </ul>
<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>
<p>K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</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 <i>Write About It</i> Children use the lesson words to create a story. They draw a box around the words from the list that they used.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 23</li> <li>• Unit 3, Lesson 13, SE/TE p. 165</li> <li>• Unit 4, Lesson 17, SE/TE p. 215</li> </ul> <p style="text-align: right;"><i>continued</i></p>



**FOUNDATIONAL LITERACY STANDARDS**

**Vocabulary Acquisition – Standard 7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, KINDERGARTEN	FROM PHONICS TO READING, LEVEL K / KINDERGARTEN – EXAMPLE CITATIONS
---	---

<p><i>continued</i></p> <p>K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>continued</i></p> <p><b>Dictation</b> Think and Write/Listen and Spell Children write teacher-dictated words and phrases.</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>Cumulative Review</b> Build Fluency Children complete and write sentences using lesson study words.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, SE/TE p. 74</li> <li>• Unit 3, Lesson 13, SE/TE p. 174</li> <li>• Unit 6, Lesson 29, SE/TE p. 372</li> </ul> <p><b>Writing Extension</b> 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.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, SE/TE p. 75</li> <li>• Unit 3, Lesson 13, SE/TE p. 175</li> <li>• Unit 6, Lesson 29, SE/TE p. 373</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b> Take-Home Book Children respond to the story as they discuss with a partner answers to comprehension questions.</p> <p><b>“I Can”</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 25</li> </ul> <p><b>“Uh-oh!”</b></p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 13, TE p. 168</li> </ul> <p><b>“Ten Little Men”</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 17, TE p. 242</li> </ul> <p><b>High-Frequency Words</b> Extend Prompt children to expand on one sentence by adding descriptive details or combining two ideas using <i>and</i>.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 28</li> <li>• Unit 3, Lesson 13, TE p. 168</li> <li>• Unit 4, Lesson 17, TE p. 217</li> </ul>
---	--