

From Phonics to Reading

Correlation to Arizona’s English Language Arts Standards

Kindergarten



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READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p>K.RF.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>Print Concepts: Understanding How Sentences Work (read left to right, top to bottom of page, page by page) Teacher's Edition, Unit 2, Lesson 6, TE p. 83 Teacher's Edition, Unit 2, Lesson 7, TE pp. 94–95 Teacher's Edition, Unit 2, Lesson 9, TE p. 119</p> <p>Basic Features of Print (read left to right, top to bottom, page by page/return sweep to correctly find the next line of text) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>
<p>K.RF.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>Words and Spaces (explain the difference between a single letter and a word made up of more than one letter) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>
<p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Identify that a sentence is made up of a group of words.</p>	<p>Phonemic Awareness: Identify Words in Spoken Sentences Teacher's Edition, Unit 1, Lesson 2, TE p. 24 Teacher's Edition, Unit 1, Lesson 4, TE p. 52 Teacher's Edition, Unit 1, Lesson 5, TE p. 66</p> <p>Print Concepts: Understanding How Sentences Work (count the number of words in the sentence) Teacher's Edition, Unit 1, Lesson 4, TE p. 54 Teacher's Edition, Unit 2, Lesson 9, TE p. 119</p> <p>Sentences (groups of words are organized in sentences) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>
<p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize the difference between a letter and a printed word.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Alphabet: About Me (use letters to write words) Student Edition & Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 13</p> <p style="text-align: right;"><i>continued</i></p>

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READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.1 Demonstrate understanding of the organization and basic features of print. d. Recognize the difference between a letter and a printed word.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Words and Spaces (difference between a single letter and a word) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>
<p>K.RF.1 Demonstrate understanding of the organization and basic features of print. e. Understand that words are separated by spaces in print.</p>	<p>Print Concepts: Understanding How Sentences Work (words are separated by spaces) Teacher's Edition, Unit 1, Lesson 2, TE p. 26 Teacher's Edition, Unit 1, Lesson 3, TE p. 40 Teacher's Edition, Unit 1, Lesson 4, TE p. 54 Teacher's Edition, Unit 1, Lesson 5, TE p. 68</p> <p>Words and Spaces (point out spaces between words) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>
<p>K.RF.1 Demonstrate understanding of the organization and basic features of print. f. Recognize and name all upper and lowercase letters of the alphabet.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Alphabet: Uppercase Letters Student Edition & Teacher's Edition, Unit 1, Lesson 1, SE/TE pp. 9-10</p> <p>Alphabet: Lowercase Letters Student Edition & Teacher's Edition, Unit 1, Lesson 2, SE/TE pp. 21-22</p> <p>Alphabet: Uppercase and Lowercase Letters Student Edition & Teacher's Edition, Unit 1, Lesson 3, SE/TE pp. 35-36</p> <p>Alphabet: Match Uppercase and Lowercase Letters Student Edition & Teacher's Edition, Unit 1, Lesson 4, SE/TE pp. 49-50</p> <p>Alphabet: "My ABC Book" Student Edition & Teacher's Edition, Unit 1, Lesson 1, SE/TE pp. 11-12</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 12</p> <p>Cumulative Review: Uppercase Letters Student Edition & Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 18</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<i>continued</i>	<i>continued</i>
<p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>f. Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>Alphabet Recognition SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 1</p>

Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Identify and produce sounds (phonemes) in a spoken word.</p>	<p>Introduction: Mm Student Edition & Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 14</p> <p>Introduce Sound-Spelling: Learn and Say/Say It Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 14</p> <p>Introduction: Aa Student Edition & Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 23</p> <p>Introduce Sound-Spelling: Learn and Say/Say It Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 23</p>
	<p>Teacher Table Intervention: Think and Write (orally segment/move from sound to sound) Teacher's Edition, Unit 1, Lesson 2, TE p. 29 Teacher's Edition, Unit 2, Lesson 8, TE p. 109 Teacher's Edition, Unit 4, Lesson 18, TE p. 233</p>
	<p>Phonemic Awareness: Oral Blending (say sound sequences/blend sounds together to make a word) Teacher's Edition, Unit 2, Lesson 6, TE p. 79 Teacher's Edition, Unit 4, Lesson 17, TE p. 215 Teacher's Edition, Unit 5, Lesson 23, TE p. 289</p>
	<p>Oral Blending Routine (Sound by Sound) (listen to the sounds/blend the sounds to say the whole word) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, pp. 5–7</p>
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Recognize and produce rhyming words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Phonemic Awareness: Recognize Rhyme Teacher's Edition, Unit 1, Lesson 1, TE p. 9 Teacher's Edition, Unit 1, Lesson 4, TE p. 56</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Recognize and produce rhyming words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher's Edition, Unit 2, Lesson 6, TE p. 81 Teacher's Edition, Unit 2, Lesson 7, TE p. 93</p> <p>Phonemic Awareness: Recognize and Produce Rhyme Teacher's Edition, Unit 2, Lesson 8, TE p. 108 Teacher's Edition, Unit 3, Lesson 12, TE p. 158 Teacher's Edition, Unit 4, Lesson 16, TE p. 208</p> <p>Rhyme Routine (recognize and produce rhyming words) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 4</p>
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).</p>	<p>Phonemic Awareness: Clap Syllables Teacher's Edition, Unit 1, Lesson 1, TE p. 11 Teacher's Edition, Unit 1, Lesson 2, TE p. 28</p> <p>Phonemic Awareness: Clap and Count Syllables Teacher's Edition, Unit 1, Lesson 5, TE p. 72 Teacher's Edition, Unit 1, Lesson 5, TE p. 75</p> <p>Phonemic Awareness: Blend Syllables Teacher's Edition, Unit 1, Lesson 1, TE p. 14 Teacher's Edition, Unit 1, Lesson 2, TE p. 30</p> <p>Phonemic Awareness: Oral Blending Teacher's Edition, Unit 2, Lesson 10, TE p. 127 Teacher's Edition, Unit 3, Lesson 11, TE p. 141 Teacher's Edition, Unit 3, Lesson 15, TE p. 191</p> <p>Phonemic Awareness: Oral Segmentation (onsets and rimes/phonemes) Teacher's Edition, Unit 2, Lesson 10, TE p. 129 Teacher's Edition, Unit 3, Lesson 11, TE p. 143 Teacher's Edition, Unit 3, Lesson 14, TE p. 179</p> <p>Phonemic Awareness: Phonemic Manipulation: Delete Syllables (clap to segment syllables/delete first syllable) Teacher's Edition, Unit 6, Lesson 27, TE p. 349 Teacher's Edition, Unit 6, Lesson 28, TE p. 361</p> <p>Oral Blending Routine (Onset/Rime) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 8</p> <p>Oral Segmentation Routine (Onset/Rime) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 9</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)</p>	<p>Phonemic Awareness: Isolate Beginning Sounds Teacher's Edition, Unit 1, Lesson 3, TE p. 42 Teacher's Edition, Unit 1, Lesson 4, TE p. 58</p> <p>Phonemic Awareness: Isolate Beginning and Ending Sounds Teacher's Edition, Unit 1, Lesson 5, TE p. 70 Teacher's Edition, Unit 2, Lesson 7, TE p. 98 Teacher's Edition, Unit 5, Lesson 24, TE p. 311</p> <p>Phonemic Awareness: Isolate Beginning, Medial, and Ending Sounds Teacher's Edition, Unit 2, Lesson 8, TE p. 110 Teacher's Edition, Unit 3, Lesson 13, TE p. 172 Teacher's Edition, Unit 4, Lesson 16, TE p. 210</p> <p>Phonemic Awareness: Isolate Medial Sounds Teacher's Edition, Unit 4, Lesson 17, TE p. 225 Teacher's Edition, Unit 4, Lesson 18, TE p. 237</p> <hr/> <p>Teacher Table Intervention: Say and Write (isolate and say beginning sounds for three-phoneme words) Teacher's Edition, Unit 1, Lesson 1, TE p. 17 Teacher's Edition, Unit 1, Lesson 2, TE p. 31</p> <hr/> <p>Word Study/Morphology: Distinguish Initial and Final Consonant Sounds Teacher's Edition, Unit 2, Lesson 9, TE p. 119 Teacher's Edition, Unit 2, Lesson 10, TE p. 131</p> <hr/> <p>Teacher Table Intervention: Distinguish Initial and Final Consonant Sounds Teacher's Edition, Unit 2, Lesson 9, TE p. 119 Teacher's Edition, Unit 2, Lesson 10, TE p. 131</p>
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Phonemic Awareness: Phonemic Manipulation: Add Sounds and Syllables Teacher's Edition, Unit 6, Lesson 27, TE p. 344 Teacher's Edition, Unit 6, Lesson 28, TE p. 356 Teacher's Edition, Unit 6, Lesson 29, TE p. 368</p> <p>Phonemic Awareness: Phonemic Manipulation: Substitute Sounds Teacher's Edition, Unit 6, Lesson 29, TE p. 373 Teacher's Edition, Unit 6, Lesson 30, TE p. 385</p> <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS: FOUNDATIONAL SKILLS

Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Phonemic Manipulation Routine (Substitution) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 10</p> <p>Phonemic Manipulation Routine (Addition) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 11</p> <p>Phonemic Manipulation Routine (Deletion) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 12</p>

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Introduction: Mm Student Edition & Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 14</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 14</p> <p>Introduction: Short i Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 91</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 91</p> <p>Introduction: Bb Student Edition & Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 177</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 14, TE p. 177</p> <hr/> <p>Learning Center: Man in the Moon Teacher's Edition, Unit 1, Lesson 1, TE p. 15</p> <p>Learning Center: li Drawing Teacher's Edition, Unit 2, Lesson 7, TE p. 92</p> <p>Learning Center: Bb Concentration Teacher's Edition, Unit 3, Lesson 14, TE p. 178</p> <hr/> <p>Handwriting: Trace and Write (say letter name and sound when tracing each letter) Student Edition & Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 107</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition & Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 145 Student Edition & Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 305</p>
<p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled closed-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Introduction: Nn (man, pan, tan) Student Edition & Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 79 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 14</p> <p>Introduction: Short i (sit, pin, tip) Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 91 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 91</p> <p>Introduction: Bb (bat, bit, rob) Student Edition & Teacher's Edition, Unit 3, Lesson 14, SE/TE p. 177 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 14, TE p. 177</p> <hr/> <p>Read Connected Text: "Sam Sat" Student Edition & Teacher's Edition, Unit 1, Lesson 4, SE/TE pp. 53-54 Read Connected Text: Take-Home Book: First Read (Read Together) Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. 53</p> <p>Read Connected Text: "Can It Fit?" Student Edition & Teacher's Edition, Unit 2, Lesson 9, SE/TE pp. 117-118 Read Connected Text: Take-Home Book: First Read (Read Together) Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 118</p> <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.3 Know and apply phonics and word analysis skills in decoding words. b. Decode regularly spelled closed-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “Dan and Dad” Student Edition & Teacher’s Edition, Unit 2, Lesson 10, SE/TE pp. 129–130 Read Connected Text: Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 130</p> <p>Decodable Text: “Bob or Rob?” SadlierConnect.com, Fluency Booster Practice Book, Lessons 11-15, Lesson 14: Bb “Bob or Rob?” Lesson Plan: Decodable Words with Phonics Skill SadlierConnect.com, Fluency Booster Practice Book, Decodable Text Lesson Plan, Lessons 11-15, Lesson 14: Bb</p> <p>Decodable Text: Decodable Text: “Meg and Rags” SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Lesson 28: Single Letter Long Vowels e, i, o “Meg and Rags” Lesson Plan: Decodable Words with Phonics Skill SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Decodable Text Lesson Plan, Lesson 28: Single Letter Long Vowels e, i, o</p> <p>Decodable Text: “Ned and Hal” SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Lesson 27: Short Vowel Review “Ned and Hal” Lesson Plan: Decodable Words with Phonics Skill SadlierConnect.com, Fluency Booster Practice Book, Decodable Text Lesson Plan, Lessons 26-30, Lesson 27: Short Vowel Review</p>
<p>K.RF.3 Know and apply phonics and word analysis skills in decoding words. c. Read 50 common high-frequency words by sight from a research-based word list.</p> <p style="text-align: center;"><i>continued</i></p>	<p>High-Frequency Words: Read-Spell-Write Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 116 Student Edition & Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 216 Student Edition & Teacher’s Edition, Unit 5, Lesson 23, SE/TE p. 290 High-Frequency Words: Read-Spell-Write Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 116 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 216 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 23, TE p. 290</p> <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <p>c. Read 50 common high-frequency words by sight from a research-based word list.</p>	<p style="text-align: center;"><i>continued</i></p> <p>High-Frequency Words: Word List Decodable High-Frequency Words (simple, complex, multisyllabic) Irregular High-Frequency Words SadlierConnect.com, Level K, Overview, High-Frequency Words</p>
<p>K.RF.3 Know and apply phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Introduction: Tt (mat/sat) Student Edition & Teacher's Edition, Unit 1, Lesson 4, SE/TE p. 51</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. 51</p> <p>Introduction: Hh (his/hit, fan/can) Student Edition & Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 141</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE p. 141</p> <p>Introduction: Gg (leg/beg, big/pig, bag/rag) Student Edition & Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 227</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 227</p>

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Read Connected Text: "Hats" Student Edition & Teacher's Edition, Unit 3, Lesson 11, SE/TE pp. 143-144</p> <p>Read Connected Text: Take-Home Book: Check Comprehension Lesson Plan: Teacher's Edition, Unit 3, Lesson 11, TE p. 144</p> <p>Read Connected Text: "Ten Little Men" Student Edition & Teacher's Edition, Unit 4, Lesson 17, SE/TE pp. 217-218</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: Take-Home Book: Check Comprehension Lesson Plan: Teacher's Edition, Unit 4, Lesson 17, TE p. 218</p> <p>Read Connected Text: "The Bus" Student Edition & Teacher's Edition, Unit 5, Lesson 22, SE/TE pp. 279–280</p> <p>Read Connected Text: Take-Home Book: Check Comprehension Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 280</p> <hr/> <p>Independent/Partner Work: Build Fluency Teacher's Edition, Unit 3, Lesson 11, TE p. 144 Teacher's Edition, Unit 4, Lesson 17, TE p. 218 Teacher's Edition, Unit 5, Lesson 22, TE p. 280</p> <hr/> <p>Cumulative Review: Build Fluency Teacher's Edition, Unit 3, Lesson 11, TE p. 150 Teacher's Edition, Unit 4, Lesson 17, TE p. 224 Teacher's Edition, Unit 5, Lesson 22, TE p. 286</p> <hr/> <p>Home-School Connection: Build Fluency Teacher's Edition, Unit 3, Lesson 11, TE p. 150 Teacher's Edition, Unit 4, Lesson 17, TE p. 224 Teacher's Edition, Unit 5, Lesson 22, TE p. 286</p> <hr/> <p>Decodable Text: "Ned and Hal" SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Lesson 27: Short Vowel Review</p> <p>"Ned and Hal" Lesson Plan (comprehension questions/fluency plan) SadlierConnect.com, Fluency Booster Practice Book, Decodable Text Lesson Plan, Lessons 26-30, Lesson 27: Short Vowel Review</p> <p>Decodable Text: "Come with Me" SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Lesson 28: Single Letter Long Vowels e, i, o</p> <p>"Come with Me" Lesson Plan (comprehension questions/fluency plan) SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Decodable Text Lesson Plan, Lesson 28: Single Letter Long Vowels e, i, o</p> <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Decodable Text: “Same for Sam” SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Lesson 29: Final e (a_e) “Same for Sam” Lesson Plan (comprehension questions/fluency plan) SadlierConnect.com, Fluency Booster Practice Book, Lessons 26-30, Decodable Text Lesson Plan, Lesson 29: Final e (a_e)</p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
<p>K.WF.1 Demonstrate and apply handwriting skills. a. Match upper and lower case manuscript letters.</p>	<p>Alphabet: Uppercase Letters Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 9-10</p> <p>Alphabet Recognition: Uppercase Letters Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 9-10</p> <p>Alphabet: Lowercase Letters Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE pp. 21-22</p> <p>Alphabet Recognition: Lowercase Letters Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE pp. 21-22</p> <p>Alphabet: Uppercase and Lowercase Letters Student Edition & Teacher’s Edition, Unit 1, Lesson 3, SE/TE pp. 35-36</p> <p>Alphabet Recognition: Uppercase and Lowercase Letters Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE pp. 35-36</p> <p>Alphabet: Match Uppercase and Lowercase Letters Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 49-50 Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE/TE pp. 63-64</p> <p>Alphabet Recognition: Match Uppercase and Lowercase Letters Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE pp. 49-50 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE pp. 63-64</p> <hr/> <p>Independent/Partner Work: Alphabet Concentration Teacher’s Edition, Unit 1, Lesson 4, TE p. 50</p> <p>Independent/Partner Work: Alphabet “Go Fish” Teacher’s Edition, Unit 1, Lesson 5, TE p. 64</p>
<p>K.WF.1 Demonstrate and apply handwriting skills. b. Write upper and lower manuscript letters, with reference to a model.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Handwriting: Trace and Write Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 27 Student Edition & Teacher’s Edition, Unit 3, Lesson 11, SE/TE p. 145 Student Edition & Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 305</p> <hr/> <p>Word Building: Trace, Write, and Build Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 29</p> <p style="text-align: right;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.WF.1 Demonstrate and apply handwriting skills. b. Write upper and lower manuscript letters, with reference to a model.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition & Teacher's Edition, Unit 3, Lesson 11, SE/TE p. 147 Student Edition & Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 307</p> <p>Letter Cards Student Edition, SE pp. 393-394</p> <p>Letter Formation Cards Letter Formation Chart Letter Formation Instruction Letter Formation Practice SadlierConnect.com, Level K, Differentiation Supports, Additional Routines</p>
<p>K.WF.1 Demonstrate and apply handwriting skills. c. Write left to right using appropriate spacing between words.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Dictation: Think and Write Student Edition & Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 170 Student Edition & Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 244 Student Edition & Teacher's Edition, Unit 6, Lesson 26, SE/TE p. 332</p> <p>Dictation: Think and Write Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 171 Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 245 Lesson Plan: Teacher's Edition, Unit 6, Lesson 26, TE p. 333</p> <p>Dictation: Listen and Spell Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 173 Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 247 Lesson Plan: Teacher's Edition, Unit 6, Lesson 26, TE p. 335</p> <p>Cumulative Review: Build Fluency (write sentences) Student Edition & Teacher's Edition, Unit 3, Lesson 13, SE/TE p. 174 Student Edition & Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 236 Student Edition & Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 310</p> <p>Cumulative Review: Build Fluency Lesson Plan: Teacher's Edition, Unit 3, Lesson 13, TE p. 174 Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 236 Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 310</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.WF.1 Demonstrate and apply handwriting skills.</p> <p>c. Write left to right using appropriate spacing between words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Writing Extension: Write About It Student Edition & Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 237 Student Edition & Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 249 Student Edition & Teacher's Edition, Unit 4, Lesson 20, SE/TE p. 261</p> <p>Writing Extension: Write About It Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 237 Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 249 Lesson Plan: Teacher's Edition, Unit 4, Lesson 20, TE p. 261</p> <p>Handwriting: Trace and Write Student Edition & Teacher's Edition, Unit 6, Lesson 27, SE/TE p. 343 Student Edition & Teacher's Edition, Unit 6, Lesson 28, SE/TE p. 355 Student Edition & Teacher's Edition, Unit 6, Lesson 29, SE/TE p. 367</p>
<p>K.WF.2 Demonstrate and apply sound-letter concepts when writing.</p> <p>a. Orally segment the phonemes in any single-syllable, spoken word.</p>	<p>Phonemic Awareness: Oral Segmentation Teacher's Edition, Unit 2, Lesson 10, TE p. 129 Teacher's Edition, Unit 3, Lesson 13, TE p. 167 Teacher's Edition, Unit 5, Lesson 22, TE p. 279</p> <p>Teacher Table Assessment: Think and Write (orally segment single-syllable words) Teacher's Edition, Unit 2, Lesson 9, TE p. 121 Teacher's Edition, Unit 3, Lesson 14, TE p. 183 Teacher's Edition, Unit 5, Lesson 22, TE p. 283</p>
<p>K.WF.2 Demonstrate and apply sound-letter concepts when writing.</p> <p>b. Demonstrate and understand that each syllable is organized around a vowel sound.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Phonemic Awareness: Clap Syllables Teacher's Edition, Unit 1, Lesson 1, TE p. 11 Teacher's Edition, Unit 1, Lesson 2, TE p. 28</p> <p>Phonemic Awareness: Clap and Count Syllables Teacher's Edition, Unit 1, Lesson 5, TE p. 72 Teacher's Edition, Unit 1, Lesson 5, TE p. 75</p> <p>Introduction: Short a Student Edition & Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 23</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 23</p> <p style="text-align: center;"><i>continued</i></p>

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WRITING STANDARDS: FOUNDATIONAL SKILLS

Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.WF.2 Demonstrate and apply sound-letter concepts when writing.</p> <p>b. Demonstrate and understand that each syllable is organized around a vowel sound.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction: Short i Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 91</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 91</p> <p>Introduction: Short o Student Edition & Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 153</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 153</p> <p>Introduction: Short e Student Edition & Teacher's Edition, Unit 4, Lesson 17, SE/TE p. 215</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 4, Lesson 17, TE p. 215</p> <p>Introduction: Short u Student Edition & Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 277</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 277</p> <p>Introduction: Short Vowel Review Student Edition & Teacher's Edition, Unit 6, Lesson 27, SE/TE p. 339</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 6, Lesson 27, TE p. 339</p> <p>Activity Type 4: Oral Segmentation Routine: Syllables (say or clap a word by syllables/explain that each syllable has one vowel sound or "chin drop") SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 3</p>

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Represent phonemes in simple words, using letter-sound relationships.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Introduction: Dd Student Edition & Teacher's Edition, Unit 2, Lesson 10, SE/TE p. 127</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 10, TE p. 127</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Represent phonemes in simple words, using letter-sound relationships.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction: Gg Student Edition & Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 227 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 227</p> <p>Introduction: Yy Student Edition & Teacher's Edition, Unit 5, Lesson 25, SE/TE p. 313 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 5, Lesson 25, TE p. 313</p> <p>Dictation: Think and Write Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 96 Dictation: Think and Write Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 99</p> <p>Dictation: Think and Write Student Edition & Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 158 Dictation: Think and Write Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 161</p> <p>Dictation: Think and Write Student Edition & Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 194 Dictation: Think and Write Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 197</p>
<p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. Write or select an initial or final consonant when a medial vowel is provided.</p>	<p>Phonemic Awareness: Phonemic Manipulation: Add Sounds and Syllables Teacher's Edition, Unit 6, Lesson 27, TE p. 344 Teacher's Edition, Unit 6, Lesson 28, TE p. 356 Teacher's Edition, Unit 6, Lesson 29, TE p. 368</p>
<p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Introduction: Short i (it, in, is) Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 91 Introduce Sound-Spelling: Learn and Blend Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 91</p> <p style="text-align: center;"><i>continued</i></p>

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WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction: Short o (on, top, dot) Student Edition & Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 153</p> <p>Introduce Sound-Spelling: Learn and Blend Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 153</p> <p>Introduction: LI (lot, lip, lid) Student Edition & Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 189</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 189</p> <hr/> <p>Dictation: Listen and Spell (pin, man) Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 96</p> <p>Dictation: Listen and Spell Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 99</p> <p>Dictation: Listen and Spell (pot, hit) Student Edition & Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 158</p> <p>Dictation: Listen and Spell Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 161</p> <p>Dictation: Listen and Spell (pot, hit) Student Edition & Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 194</p> <p>Dictation: Listen and Spell Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 197</p> <hr/> <p>Independent/Partner Work: Spell Words (complete the Spell It activity) Teacher's Edition, Unit 2, Lesson 7, TE p. 96 Teacher's Edition, Unit 3, Lesson 12, TE p. 158 Teacher's Edition, Unit 3, Lesson 15, TE p. 194</p> <hr/> <p>Word Building: Trace, Write, and Build (big, in, sit, pin) Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 97</p> <p style="text-align: center;"><i>continued</i></p>

WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Building: Trace, Write, and Build (not, hot, on) Student Edition & Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 159</p> <p>Word Building: Trace, Write, and Build (up, lot) Student Edition & Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 198</p> <hr/> <p>Spelling Instructional Guide SadlierConnect.com, Level K, Professional Development, Instructional Guides</p>
<p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under Word Lists in the ELA Glossary.)</p>	<p>High-Frequency Words: Read-Spell-Write (yes, no) Student Edition & Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 116</p> <p>High-Frequency Words: Read-Spell-Write Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 116</p> <p>High-Frequency Words: Read-Spell-Write (make, they) Student Edition & Teacher's Edition, Unit 4, Lesson 17, SE/TE p. 216</p> <p>High-Frequency Words: Read-Spell-Write Lesson Plan: Teacher's Edition, Unit 4, Lesson 9, TE p. 216</p> <p>High-Frequency Words: Read-Spell-Write (said, that) Student Edition & Teacher's Edition, Unit 5, Lesson 23, SE/TE p. 290</p> <p>High-Frequency Words: Read-Spell-Write Lesson Plan: Teacher's Edition, Unit 5, Lesson 23, TE p. 290</p> <hr/> <p>High-Frequency Words: Word List Decodable High-Frequency Words (simple, complex, multisyllabic) Irregular High-Frequency Words SadlierConnect.com, Level K, Overview, High-Frequency Words</p>

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WRITING STANDARDS: FOUNDATIONAL SKILLS

Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>K.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>e. Attempt phonetic spelling of unknown words.</p>	<p>Sound Sort: Sort It Out (spell words with the featured sounds) Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 98 Student Edition & Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 160 Student Edition & Teacher's Edition, Unit 3, Lesson 15, SE/TE p. 196</p> <p>Sound Sort: Sort It Out: Check and Discuss Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 98-99 Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 160-161 Lesson Plan: Teacher's Edition, Unit 3, Lesson 15, TE p. 196-197</p>