

From Phonics to Reading

Correlation to the California Common Core State Standards for English Language Arts

Kindergarten



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READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p>RF.K.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) 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> <hr/> <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>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>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> <hr/> <p>What Are Print Concepts? (connect spoken words with written language/understand the difference between a letter and a word) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher’s Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 1</p>
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print.</p>	<p>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> <hr/> <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>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p 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 style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p style="text-align: center;"><i>continued</i></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> <hr/> <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> <hr/> <p>Cumulative Review: Uppercase Letters Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 18</p> <hr/> <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>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<p>Phonemic Awareness: Recognize/Produce Rhyme Teacher’s Edition, Unit 1, Lesson 1, TE p. 9 Teacher’s Edition, Unit 1, Lesson 4, TE p. 56 Teacher’s Edition, Unit 2, Lesson 6, TE p. 81 Teacher’s Edition, Unit 2, Lesson 7, TE p. 93 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> <hr/> <p>Rhyme Routine (recognize and produce rhyming words) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 4</p>

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Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>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 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) Teacher’s Edition, Unit 6, Lesson 27, TE p. 349 Teacher’s Edition, Unit 6, Lesson 28, TE p. 361</p>
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>Phonemic Awareness: Oral Segmentation (onsets and rimes) Teacher’s Edition, Unit 2, Lesson 10, TE pp. 129, 132 Teacher’s Edition, Unit 3, Lesson 11, TE pp. 143, 146 Teacher’s Edition, Unit 3, Lesson 13, TE pp. 167, 170 Teacher’s Edition, Unit 3, Lesson 14, TE pp. 179, 182</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>

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Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>RF.K.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 three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs 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>RF.K.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: right;"><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> <hr/> <p>Phonemic Manipulation Routine (Substitution) SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 10</p> <p style="text-align: right;"><i>continued</i></p>

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Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<i>continued</i>	<i>continued</i>
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<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>
	<p><i>Related content</i></p> <p>Phonemic Awareness: Phonemic Manipulation: Delete Syllables Teacher’s Edition, Unit 6, Lesson 27, TE p. 349 Teacher’s Edition, Unit 6, Lesson 28, TE p. 361</p>
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). f. Blend two to three phonemes into recognizable words. CA	<p>Phonemic Awareness: Oral Blending (in, him, win) Teacher’s Edition, Unit 2, Lesson 7, TE p. 91 (it, pit, fit) Teacher’s Edition, Unit 2, Lesson 9, TE p. 115 (did, dot, sad) Teacher’s Edition, Unit 2, Lesson 10, TE p. 127 (hat, hot, hand) Teacher’s Edition, Unit 3, Lesson 11, TE p. 141 (lap, rat, bet) Teacher’s Edition, Unit 3, Lesson 15, TE p. 191</p>

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.	<p>Introduction: Mm Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 14 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14</p> <p>Introduction: Hh Student Edition & Teacher’s Edition, Unit 3, Lesson 11, SE/TE p. 141 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 141</p> <p>Introduction: Bb Student Edition & Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 177</p>
<i>continued</i>	<i>continued</i>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction: Bb 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> <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>Learning Center: Man in the Moon Teacher’s Edition, Unit 1, Lesson 1, TE p. 15</p> <p>Learning Center: Hh Around the Classroom Teacher’s Edition, Unit 3, Lesson 11, TE p. 142</p> <p>Learning Center: Bb Concentration Teacher’s Edition, Unit 3, Lesson 14, TE p. 178</p> <p>Learning Center: Gg Tic-Tac-Toe Teacher’s Edition, Unit 4, Lesson 18, TE p. 228</p> <p>Read Connected Text: “My ABC Book” Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 11–12 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <p>Read Connected Text: “Hats” Student Edition & Teacher’s Edition, Unit 3, Lesson 11, SE/TE pp. 143–144 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 144</p> <p>Read Connected Text: “Good or Bad?” Student Edition & Teacher’s Edition, Unit 3, Lesson 14, SE/TE pp. 179–180 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 180</p> <p>Read Connected Text: “Where Am I?” Student Edition & Teacher’s Edition, Unit 4, Lesson 18, SE/TE pp. 229–230 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 230</p> <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Handwriting: Trace and Write (say letter name and sound when tracing each letter) Student Edition & Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 16 Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 95 Student Edition & Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 181 Student Edition & Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 231</p> <p>ABC Express Lesson 1: Add on Skill Ss SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p>ABC Express Lesson 1: Add on Skill Ss Lesson Plan Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p> <p>ABC Express Lesson 4: Add on Skills Ff, Hh SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p>ABC Express Lesson 4: Add on Skills Ff, Hh Lesson Plan Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p> <p>ABC Express Lesson 7: Add on Skills Rr, Gg SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p>ABC Express Lesson 7: Add on Skills Rr, Gg Lesson Plan Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p> <p>ABC Express Lesson 9: Add on Skills Jj, Kk SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p>ABC Express Lesson 9: Add on Skills Jj, Kk Lesson Plan Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p>

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p style="text-align: right;"><i>continued</i></p>	<p>Introduction: Short a Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 23 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 23</p> <p>Introduction: Short i 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: Short o Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 153 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 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 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 277</p> <p>Introduction: Long Vowels (e, i, o) Student Edition & Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 351 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 35</p> <hr/> <p>Read Connected Text: “I Can” Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE pp. 25–26 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 26</p> <p>Read Connected Text: “Big and Little” Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE pp. 93–94 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 94</p> <p>Read Connected Text: “What Is This?” Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE pp. 155–156 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 156</p> <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “Ten Little Men” Student Edition & Teacher’s Edition, Unit 4, Lesson 17, SE/TE pp. 217–218</p> <p>Read Connected Text: Take-Home Book 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 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 280</p> <p>Read Connected Text: “We Play” Student Edition & Teacher’s Edition, Unit 6, Lesson 28, SE/TE pp. 353–354</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 354</p> <hr/> <p>Handwriting: Trace and Write (say letter name and sound when tracing each letter) Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 27 Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 95 Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 157 Student Edition & Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 219 Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 281 Student Edition & Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 355</p> <hr/> <p>Sound Sort: Sort It Out (sort pictures by the vowel sound) Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 30 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 4, Lesson 17, SE/TE p. 222 Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 284 Student Edition & Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 358</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent Practice (say the picture name/circle the letter with the vowel sound) Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 31 Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 99 Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 161 Student Edition & Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 223 Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 285 Student Edition & Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 359</p>
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p style="text-align: center;"><i>continued</i></p>	<p>High-Frequency Words: Read-Spell-Write (on, the) Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 52 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE pp. 52–53 (yes, no) Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 116 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 116 (they, make) Student Edition & Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 216 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 216 (said, that) Student Edition & Teacher’s Edition, Unit 5, Lesson 23, SE/TE p. 290 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 23, TE p. 290</p> <p>Read Connected Text: “Sam Sat” (on, the) Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 53–54 Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE pp. 53–54</p> <p>Read Connected Text: “Can It Fit?” (yes, no) Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE pp. 117–118 Read Connected Text: Take-Home Book 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 FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: “Ten Little Men” (make, they) Student Edition & Teacher’s Edition, Unit 4, Lesson 17, SE/TE pp. 217–218</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 218</p> <p>Read Connected Text: “What Will Jan Do?” (said, that) Student Edition & Teacher’s Edition, Unit 5, Lesson 23, SE/TE pp. 291–292</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 5, Lesson 23, TE p. 292</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>
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p style="text-align: center;"><i>continued</i></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> <hr/> <p>Read Connected Text: “Sam Sat” Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 53–54</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE pp. 53–54</p> <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</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 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 144</p> <p>Read Connected Text: “Where Am I” Student Edition & Teacher’s Edition, Unit 4, Lesson 18, SE/TE pp. 229-230</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 230</p>

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.K.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>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> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <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> <p>Decodable Text: “Ned and Hal” Fluency Booster Practice Book, Lessons 26-30, Lesson 27: Short Vowel Review “Ned and Hal” Lesson Plan (comprehension questions/fluency plan) SadlierConnect.com, Level K, Fluency Booster Practice Book, Decodable Text Lesson Plan, Lessons 26-30, Lesson 27: Short Vowel Review</p> <p>Decodable Text: “Come with Me” Fluency Booster Practice Book, Lessons 26-30, Lesson 28: Single Letter Long Vowels e, i, o “Come with Me” Lesson Plan (comprehension questions/fluency plan) SadlierConnect.com, Level K, Fluency Booster Practice Book, Lessons 26-30, Decodable Text Lesson Plan, Lesson 28: Single Letter Long Vowels e, i, o</p> <p>Decodable Text: “Same for Sam” Fluency Booster Practice Book, Lessons 26-30, Lesson 29: Final e (a_e) “Same for Sam” Lesson Plan (comprehension questions/fluency plan) SadlierConnect.com, Level K, Fluency Booster Practice Book, Lessons 26-30, Decodable Text Lesson Plan, Lesson 29: Final e (a_e)</p>