

# From Phonics to Reading

Correlation to the Illinois Learning Standards for English Language Arts

**Kindergarten**



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## READING STANDARDS: 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><b>Print Concepts: Understanding How Sentences Work</b> (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> <p><b>Basic Features of Print</b> (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><b>Phonemic Awareness: Identify Words in Spoken Sentences</b> 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><b>What Are Print Concepts?</b> (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><b>Print Concepts: Understanding How Sentences Work</b> (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><b>Words and Spaces</b> (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><b>Alphabet: Uppercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 9–10</p> <p><b>Alphabet: Lowercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 2, SE/TE pp. 21–22</p> <p style="text-align: right;"><i>continued</i></p>

## READING STANDARDS: 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><b>Alphabet: Uppercase and Lowercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE pp. 35–36</p> <p><b>Alphabet: Match Uppercase and Lowercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 49–50</p> <p><b>Alphabet: “My ABC Book”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 11–12</p> <p><b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <hr/> <p><b>Cumulative Review: Uppercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 18</p> <hr/> <p><b>Alphabet Recognition</b> 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><b>Phonemic Awareness: Recognize/Produce Rhyme</b> 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><b>Rhyme Routine</b> (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><b>Phonemic Awareness: Clap Syllables</b>                      Teacher’s Edition, Unit 1, Lesson 1, TE p. 11                      Teacher’s Edition, Unit 1, Lesson 2, TE p. 28</p> <p><b>Phonemic Awareness: Clap and Count Syllables</b>                      Teacher’s Edition, Unit 1, Lesson 5, TE p. 72                      Teacher’s Edition, Unit 1, Lesson 5, TE p. 75</p> <p><b>Phonemic Awareness: Blend Syllables</b>                      Teacher’s Edition, Unit 1, Lesson 1, TE p. 14                      Teacher’s Edition, Unit 1, Lesson 2, TE p. 30</p> <p><b>Phonemic Awareness: Oral Blending</b>                      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><b>Phonemic Awareness: Oral Segmentation</b>                      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><b>Phonemic Awareness: Phonemic Manipulation: Delete Syllables</b>                      (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><b>Phonemic Awareness: Oral Segmentation</b>                      (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><b>Oral Blending Routine (Onset/Rime)</b>                      SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 8</p> <p><b>Oral Segmentation Routine (Onset/Rime)</b>                      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>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><b>Phonemic Awareness: Isolate Beginning Sounds</b>                      Teacher’s Edition, Unit 1, Lesson 3, TE p. 42                      Teacher’s Edition, Unit 1, Lesson 4, TE p. 58</p> <p><b>Phonemic Awareness: Isolate Beginning and Ending Sounds</b>                      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><b>Phonemic Awareness: Isolate Beginning, Medial, and Ending Sounds</b>                      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><b>Phonemic Awareness: Isolate Medial Sounds</b>                      Teacher’s Edition, Unit 4, Lesson 17, TE p. 225                      Teacher’s Edition, Unit 4, Lesson 18, TE p. 237</p> <hr/> <p><b>Teacher Table Intervention: Say and Write</b>                      (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><b>Word Study/Morphology: Distinguish Initial and Final Consonant Sounds</b>                      Teacher’s Edition, Unit 2, Lesson 9, TE p. 119                      Teacher’s Edition, Unit 2, Lesson 10, TE p. 131</p> <hr/> <p><b>Teacher Table Intervention: Distinguish Initial and Final Consonant Sounds</b>                      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><b>Phonemic Awareness: Phonemic Manipulation: Add Sounds and Syllables</b>                      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><b>Phonemic Awareness: Phonemic Manipulation: Substitute Sounds</b>                      Teacher’s Edition, Unit 6, Lesson 29, TE p. 373                      Teacher’s Edition, Unit 6, Lesson 30, TE p. 385</p> <hr/> <p><b>Phonemic Manipulation Routine (Substitution)</b>                      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
<p style="text-align: center;"><i>continued</i></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: center;"><i>continued</i></p> <p><b>Phonemic Manipulation Routine (Addition)</b> SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 11</p> <p><b>Phonemic Manipulation Routine (Deletion)</b> SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 12</p> <hr/> <p><i>Related content</i></p> <p><b>Phonemic Awareness: Phonemic Manipulation: Delete Syllables</b> Teacher’s Edition, Unit 6, Lesson 27, TE p. 349 Teacher’s Edition, Unit 6, Lesson 28, TE p. 361</p>

### 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.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Mm</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 14 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14</p> <p><b>Introduction: Hh</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE p. 141 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 141</p> <p><b>Introduction: Bb</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 177 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 177</p> <p><b>Introduction: Gg</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 227 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 227</p> <hr/> <p><b>Learning Center: Man in the Moon</b> Teacher’s Edition, Unit 1, Lesson 1, TE p. 15</p> <p><b>Learning Center: Hh Around the Classroom</b> Teacher’s Edition, Unit 3, Lesson 11, TE p. 142</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>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Learning Center: Bb Concentration</b> Teacher’s Edition, Unit 3, Lesson 14, TE p. 178</p> <p><b>Learning Center: Gg Tic-Tac-Toe</b> Teacher’s Edition, Unit 4, Lesson 18, TE p. 228</p> <hr/> <p><b>Handwriting: Trace and Write</b> (say letter name and sound when tracing each letter) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 16 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 95 Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 181 Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 231</p> <hr/> <p><b>ABC Express Lesson 1: Add on Skill Ss</b> SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p><b>ABC Express Lesson 1: Add on Skill Ss Lesson Plan</b> Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p> <p><b>ABC Express Lesson 4: Add on Skills Ff, Hh</b> SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p><b>ABC Express Lesson 4: Add on Skills Ff, Hh Lesson Plan</b> Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p> <p><b>ABC Express Lesson 7: Add on Skills Rr, Gg</b> SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p><b>ABC Express Lesson 7: Add on Skills Rr, Gg Lesson Plan</b> Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p> <p><b>ABC Express Lesson 9: Add on Skills Jj, Kk</b> SadlierConnect.com, Level K, Differentiation Supports, ABC Express Student Resources</p> <p><b>ABC Express Lesson 9: Add on Skills Jj, Kk Lesson Plan</b> Learn and Blend/Blend It, Dictation, Sound Sort, Picture Cards SadlierConnect.com, Level K, Differentiation Supports, ABC Express Instructional Resources</p>

**READING STANDARDS: 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.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Short a</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 23  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 23</p> <p><b>Introduction: Short i</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 91  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 91</p> <p><b>Introduction: Short o</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 153  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 153</p> <p><b>Introduction: Short e</b>                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 215  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 215</p> <p><b>Introduction: Short u</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 277  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 277</p> <p><b>Introduction: Long Vowels (e, i, o)</b>                      Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 351  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 35</p> <hr/> <p><b>Handwriting: Trace and Write</b>                      (say letter name and sound when tracing each letter)                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 27                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 95                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 157                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 219                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 281                      Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 355</p> <hr/> <p><b>Sound Sort: Sort It Out</b>                      (sort pictures by the vowel sound)                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 30                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 98</p> <p style="text-align: right;"><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>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 160                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 222                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 284                      Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 358</p> <p><b>Independent Practice</b>                      (say the picture name/circle the letter with the vowel sound)                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 31                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 99                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 161                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 223                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 285                      Student Edition &amp; 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.</p> <p>c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p><b>High-Frequency Words: Read-Spell-Write</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 116                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 116                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 216                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 216                      Student Edition &amp; 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><b>High-Frequency Words: Word List</b>  <b>Decodable High-Frequency Words</b>                      (simple, complex, multisyllabic)  <b>Irregular High-Frequency Words</b>                      SadlierConnect.com, Level K, Overview, High-Frequency Words</p>

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## READING STANDARDS: 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.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>Introduction: Tt</b> (mat/sat) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 51</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 51</p> <p><b>Introduction: Hh</b> (his/hit, fan/can) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE p. 141</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 141</p> <p><b>Introduction: Gg</b> (leg/beg, big/pig, bag/rag) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 227</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 227</p>

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Read Connected Text: “Hats”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE pp. 143–144</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 144</p> <p><b>Read Connected Text: “Ten Little Men”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE pp. 217–218</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 218</p> <p><b>Read Connected Text: “The Bus”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE pp. 279–280</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 280</p> <p style="text-align: right;"><i>continued</i></p>

**READING STANDARDS: 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><b>Independent/Partner Work: Build Fluency</b>                      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> <p><b>Cumulative Review: Build Fluency</b>                      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><b>Home-School Connection: Build Fluency</b>                      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><b>Decodable Text: “Ned and Hal”</b>                      Fluency Booster Practice Book, Lessons 26-30, Lesson 27:                      Short Vowel Review  <b>“Ned and Hal” Lesson Plan</b>                      (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><b>Decodable Text: “Come with Me”</b>                      Fluency Booster Practice Book, Lessons 26-30, Lesson 28:                      Single Letter Long Vowels e, i, o  <b>“Come with Me” Lesson Plan</b>                      (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><b>Decodable Text: “Same for Sam”</b>                      Fluency Booster Practice Book, Lessons 26-30, Lesson 29:                      Final e (a_e)  <b>“Same for Sam” Lesson Plan</b>                      (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>