

From Phonics to Reading

Correlation to the South Carolina College- and Career-Ready English Language Arts Standards JANUARY 2023

Kindergarten



Contents

Foundations of Literacy

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.	2
ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.	4
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.	5
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.	13

Foundations of Literacy

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / GRADE K
ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.	
<p>ELA.K.F.1.2 Count the number of words in a spoken sentence.</p>	<p><u>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</u> Phonemic Awareness</p> <ul style="list-style-type: none"> Identify Words in Spoken Sentences (recognize and count words in the sentence)—TE pp. 24, 38, 52, 66 <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (count the words in the sentence)—TE pp. 26, 40, 54, 68, 269, 331
<p>ELA.K.F.1.2 Recognize alliterative spoken words.</p>	<p><u>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</u> Phonemic Awareness</p> <ul style="list-style-type: none"> Alliteration—TE pp. 44, 249 Recognize and Produce Rhyme and Alliteration—TE pp. 291, 299, 337
<p>ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p>	<p><u>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</u> Phonemic Awareness</p> <ul style="list-style-type: none"> Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96 Recognize and Produce Rhyme/Alliteration—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287, 291, 337
<p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.</p>	<p><u>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</u> Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Segmentation (segment then count sounds in each word)—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353 <p>See also</p> <p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</u> Introduction</p> <ul style="list-style-type: none"> Learn and Say/Say It—pp. 14, 23 Learn and Blend/Blend It—pp. 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375 <p><u>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</u> Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Say It—TE p. 17, 19, 24, 28 Blend It—TE pp. 38, 52, 66, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 <p style="text-align: right;"><i>continued</i></p>

Foundations of Literacy

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / GRADE K
<p>ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.</p>	
	<p>Dictation</p> <ul style="list-style-type: none"> Think and Write (model segmenting each words)—TE pp. 29, 43, 57, 71, 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381 <p><i>Related content</i></p> <p><u>LEVEL K/GR. K TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Clap Syllables—TE pp. 11, 28 Clap and Count Syllables—TE pp. 72, 75
<p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p>	<p><u>LEVEL K/GR. K TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Blending (onset and rime)—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177 Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182
<p>ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>INDICATOR INSIGHT: “Say ‘cat’, delete /c/, say ‘-at’. Say ‘cat’, delete /t/, say ‘ca-’. Say ‘cat’, delete /a/, say ‘c-t’.”</p>	<p><u>LEVEL K/GR. K TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Isolate Beginning Sounds—TE p. 42, 49, 58 Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 237, 311, 320, 323
<p>ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.</p> <p>INDICATOR INSIGHT: Delete: “Say ‘cat’. Now say it again without the /c/.” Add: “Say ‘at’. Now say it again and add /c/.” Substitute: “Say ‘cat’. Now say it again and change /c/ to /b/.”</p>	<p><u>LEVEL K/GR. K TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Phonemic Manipulation: Add Sounds and Syllables—TE pp. 344, 346, 356, 358, 368, 370, 380, 382 Phonemic Manipulation: Delete Syllables—TE pp. 349, 361 Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

<p>ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.</p>	<p>LEVEL K/GR. K DIGITAL RESOURCES*</p> <p>Differentiation Supports</p> <ul style="list-style-type: none"> • Additional Routines <ul style="list-style-type: none"> ◦ Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ▪ Supporting Instruction of Print Concepts—pp. 1-2 ◦ Basic Features of Print <p>Assessment</p> <ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> ◦ Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ▪ Identify the front cover, back cover, title page, and spine of a book. <p><i>Related content</i></p> <p>LEVEL K TEACHER'S EDITION (PRINT/eBOOK)</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (cut out the story and fold it in half to form a booklet/read the title)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378
<p>ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.</p>	<p>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify Words in Spoken Sentences (recognize/count words in the sentence)—TE pp. 24, 38, 52, 66 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (use spaces between words to know where one word ends and another begins)—TE pp. 119, 157, 219, 269, 331 • Understanding How Sentences Work (count the words in the sentence)—TE pp. 26, 40, 54, 68, 269, 331
<p>ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p>	<p>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (read left to right, top to bottom)—TE pp. 83, 85, 94-95
<p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p>	<p>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243 • Understanding How Sentences Work (end punctuation)—TE pp. 145, 181, 193, 231, 281, 317, 355, 367

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

ELA.K.F.2.5 Identify letters and words within sentences.

LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)

Print Concepts

- About Me (use letters of the alphabet to write words)—TE p. 13

LEVEL K/GR. K DIGITAL RESOURCES*

Differentiation Supports

- Additional Routines
 - Teacher’s Guide to Print Concepts
 - What Are Print Concepts (difference between a letter and a word)—p. 1
 - Supporting Instruction of Print Concepts—pp. 1-2
 - Words and Spaces (difference between a single letter and a word made up of one or more letters)
 - Print Concepts Assessment/What Can You Do with the Assessment Results?
 - Identify the difference between a letter and a word.

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.

LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

Handwriting

- Trace and Write (trace and write uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331

Cumulative Review

- Uppercase Letters—p. 18
- Lowercase Letters—p. 21
- Uppercase and Lowercase Letters—pp. 35–36
- Match Uppercase and Lowercase Letters—pp. 49–50, 63–64

LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)

Alphabet Recognition

- Uppercase Letters—TE pp. 9–10
- Lowercase Letters—TE p. 21
- Review Uppercase Letters—TE p. 26
- Uppercase and Lowercase Letters—TE pp. 35–36
- Match Uppercase and Lowercase Letters—TE pp. 49–50, 54, 63–64, 68

LEVEL K/GR. K DIGITAL RESOURCES*

Interactive Practice Bundle

- Decodable Library
 - Alphabet Recognition

continued

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<p>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</p> <p>Learning Center</p> <ul style="list-style-type: none"> • Alphabet Corner—TE pp. 10, 22 • Read Connected Text (My ABC Book) • First Read (Read Together)—TE p. 12 • Print Concepts (My ABC Book) • About Me—TE p. 13 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—TE p. 18 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Alphabet Review—TE pp. 30, 44, 72 • Alphabet Concentration—TE p. 50 • Alphabet Match Up—TE p. 58 • Alphabet “Go Fish!”—TE p. 64 <p>Alphabet Review</p> <ul style="list-style-type: none"> • Identify Lowercase Letters—TE p. 40 <p>LEVEL K/GR. K DIGITAL RESOURCES*</p> <p>Fluency Booster Teacher’s Component</p> <ul style="list-style-type: none"> • Handwriting <ul style="list-style-type: none"> ◦ Mm, Aa, Ss, Tt, Pp ◦ Nn, Ii, Cc, Ff, Dd ◦ Hh, Oo, Rr, Bb, Ll ◦ Kk, Ee, Gg, Ww, Xx ◦ Vv, Uu, Jj, Qq, Yy, Zz ◦ Letter Formation Chart ◦ Handwriting Practice <p><i>Related content</i></p> <p>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Address Fine Motor Skills (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69
<p>ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.</p>	<p>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</p> <p>Alphabet</p> <ul style="list-style-type: none"> • Match Uppercase and Lowercase Letters—pp. 63–64
<p>ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.</p>	<p>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> • Lesson 1 Mm—pp. 9–20 • Lesson 2 Short a—pp. 21–34 • Lesson 3 Ss—pp. 35–48 • Lesson 4 Tt—pp. 49–62 • Lesson 5 Pp—pp. 63–76 <p style="text-align: right;"><i>continued</i></p>

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

Unit 2 Short i

- Lesson 6 Nn—pp. 79–90
- Lesson 7 Short i—pp. 91–102
- Lesson 8 Cc—pp. 103–114
- Lesson 9 Ff—pp. 115–126
- Lesson 10 Dd—pp. 127–138

Unit 3 Short o

- Lesson 11 Hh—pp. 141–152
- Lesson 12 Short o—pp. 153–164
- Lesson 13 Rr—pp. 165–176
- Lesson 14 Bb—pp. 177–188
- Lesson 15 Ll—pp. 189–200

Unit 4 Short e

- Lesson 16 Kk—pp. 203–214
- Lesson 17 Short e—pp. 215–226
- Lesson 18 Gg—pp. 227–238
- Lesson 19 Ww—pp. 239–250
- Lesson 20 Xx—pp. 251–262

Unit 5 Short u

- Lesson 21 Vv—pp. 265–276
- Lesson 22 Short u—pp. 277–288
- Lesson 23 Jj—pp. 289–300
- Lesson 24 Qu—pp. 301–312
- Lesson 25 Yy—pp. 313–324

LEVEL K/GR. K DIGITAL RESOURCES*

Interactive Practice Bundle

- Decodable Library
 - Short Vowels
 - Short a
 - Short i
 - Short o
 - Short e
 - Short u

LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

Unit 6 Introduction to Long Vowels

- Lesson 26 Zz—pp. 327–338
- Lesson 27 Short Vowel Review—pp. 339–350
- Lesson 28 Single Letter Long Vowels e, i, o—pp. 351–362
- Lesson 29 Final e (a_e)—pp. 363–374
- Lesson 30 Final e (o_e, i_e)—pp. 375–386

LEVEL K/GR. K DIGITAL RESOURCES*

Interactive Practice Bundle

- Decodable Library
 - Short Vowels
 - Short Vowels Review

continued

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- Long Vowels
 - Final e
 - Single Letter Long Vowels

LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)

Introduce Sound-Spelling

- [Day 1] Learn and Blend
 - Lesson 3, TE p. 37; Lesson 4, TE p. 51; Lesson 5, TE p. 65; Lesson 6, TE p. 79; Lesson 8, TE p. 103; Lesson 9, TE p. 115; Lesson 10, TE p. 127; Lesson 11, TE p. 141; Lesson 13, TE p. 165; Lesson 14, TE p. 177; Lesson 15, TE p. 189; Lesson 16, TE p. 203; Lesson 18, TE p. 227; Lesson 19, TE p. 239; Lesson 20, TE p. 251; Lesson 21, TE p. 265; Lesson 23, TE p. 289; Lesson 24, TE p. 301; Lesson 25, TE p. 313; Lesson 26, TE p. 327
- [Day 3] Learn and Say/Say It
 - Lesson 1, TE p. 14

Learning Center

- Lesson 1 Man in the Moon, TE p. 15; Lesson 2 Alphabet Corner, TE p. 22; Lesson 6 Nn Card Match, TE p. 80; Lesson 8 Cc Tic-Tac-Toe, TE p. 104; Lesson 9 Ff Sentences, TE p. 116; Lesson 10 Dd Collage, TE p. 128; Lesson 11 Hh Around the Classroom, TE p. 142; Lesson 13 Rr Word Clues, TE p. 166; Lesson 14 Bb Concentration, TE p. 178; Lesson 15 Ll Scramble, TE p. 190; Lesson 16 Kk Drawing, TE p. 204; Lesson 18 Gg Tic-Tac-Toe, TE p. 228; Lesson 19 Ww Sentences, TE p. 240; Lesson 20 Xx Word Clues, TE p. 252; Lesson 21 Vv Collage, TE p. 266; Lesson 23 Jj Concentration, TE p. 290; Lesson 24 Qu Card Match, TE p. 302; Lesson 25 Yy Words, TE p. 314; Lesson 26 Zz Tic-Tac-Toe, TE p. 328

Sound-Spelling/Blending

- [Day 2] Cumulative Quick Check/Blend It (use sound-spelling cards/chorally say the sound/revisit lesson introduction)
 - Lesson 1, TE p. 17 [Day 4]; Lesson 3, TE p. 38; Lesson 4, TE p. 52; Lesson 5, TE p. 66; Lesson 6, TE p. 81; Lesson 8, TE p. 105; Lesson 9, TE p. 117; Lesson 10, TE p. 129; Lesson 11, TE p. 143; Lesson 13, TE p. 167; Lesson 14, TE p. 179; Lesson 15, TE p. 191; Lesson 16, TE p. 205; Lesson 18, TE p. 229; Lesson 19, TE p. 241; Lesson 20, TE p. 253; Lesson 21, TE p. 267; Lesson 23, TE p. 291; Lesson 24, TE p. 303; Lesson 25, TE p. 315; Lesson 26, TE p. 329
-

continued

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- [Day 3] Cumulative Quick Check/Blend It (use sound-spelling cards/chorally say the sound/revisit lesson introduction)
 - Lesson 3, TE p. 42; Lesson 4, TE p. 56; Lesson 5, TE p. 70; Lesson 6, TE p. 84; Lesson 8, TE p. 108; Lesson 9, TE p. 120; Lesson 10, TE p. 132; Lesson 11, TE p. 146; Lesson 13, TE p. 170; Lesson 14, TE p. 182; Lesson 15, TE p. 194; Lesson 16, TE p. 208; Lesson 18, TE p. 232; Lesson 19, TE p. 244; Lesson 20, TE p. 256; Lesson 21, TE p. 270; Lesson 23, TE p. 294; Lesson 24, TE p. 306; Lesson 25, TE p. 318; Lesson 26, TE p. 332
- [Day 4] Cumulative Quick Check/Say It
 - Lesson 1, TE p. 17
- [Day 4] Cumulative Quick Check (display sound-spelling cards/chorally say the sound/revisit lesson introduction)
 - Lesson 3, TE p. 44; Lesson 4, TE p. 58; Lesson 5, TE p. 72; Lesson 6, TE p. 86; Lesson 8, TE p. 110; Lesson 9, TE p. 122; Lesson 10, TE p. 134; Lesson 11, TE p. 148; Lesson 13, TE p. 172; Lesson 14, TE p. 184; Lesson 15, TE p. 196; Lesson 16, TE p. 210; Lesson 18, TE p. 234; Lesson 19, TE p. 246; Lesson 20, TE p. 258; Lesson 21, TE p. 272; Lesson 23, TE p. 296; Lesson 24, TE p. 308; Lesson 25, TE p. 320; Lesson 26, TE p. 334
- [Day 5] Cumulative Quick Check/Say It
 - Lesson 1, TE p. 19
- [Day 5] Cumulative Quick Check (display sound-spelling cards/chorally say each sound)
 - Lesson 3, TE p. 47; Lesson 4, TE p. 61; Lesson 5, TE p. 75; Lesson 6, TE p. 89; Lesson 8, TE p. 113; Lesson 9, TE p. 125; Lesson 10, TE p. 137; Lesson 11, TE p. 151; Lesson 13, TE p. 175; Lesson 14, TE p. 187; Lesson 15, TE p. 199; Lesson 16, TE p. 213; Lesson 18, TE p. 237; Lesson 19, TE p. 249; Lesson 20, TE p. 261; Lesson 21, TE p. 275; Lesson 23, TE p. 299; Lesson 24, TE p. 311; Lesson 25, TE p. 323; Lesson 26, TE p. 337

Teacher Table: English Learners

- Sound Transfer
 - Lesson 1, TE p. 9; Lesson 3, TE p. 35; Lesson 4, TE p. 49; Lesson 5, TE p. 63; Lesson 6, TE p. 79; Lesson 8, TE p. 103; Lesson 9, TE p. 115; Lesson 10, TE p. 127; Lesson 11, TE p. 141; Lesson 13, TE p. 165; Lesson 14, TE p. 177; Lesson 15, TE p. 189; Lesson 16, TE p. 203; Lesson 18, TE p. 227; Lesson 19, TE p. 239; Lesson 20, TE p. 251; Lesson 21, TE p. 265; Lesson 23, TE p. 289; Lesson 24, TE p. 301; Lesson 25, TE p. 313; Lesson 26, TE p. 327

LEVEL K/GR. K DIGITAL RESOURCES*

Differentiation Supports

- ABC Express Instructional Resources/ABC Express Student Resources
 - ABC Express Lesson 1: Add on Skill Ss

continued

Foundations of Literacy

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / GRADE K
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.	
	<ul style="list-style-type: none"> ○ ABC Express Lesson 2: Add on Skills Tt, Dd ○ ABC Express Lesson 3: Add on Skills Short i, Pp ○ ABC Express Lesson 4: Add on Skills Ff, Hh ○ ABC Express Lesson 5: Add on Skills Ll, Bb ○ ABC Express Lesson 6: Add on Skills Short o, Cc ○ ABC Express Lesson 7: Add on Skills Rr, Gg ○ ABC Express Lesson 8: Add on Skills Short u, Ww ○ ABC Express Lesson 9: Add on Skills Jj, Kk ○ ABC Express Lesson 10: Add on Skills Short e, Vv ○ ABC Express Lesson 11: Add on Skills Yy, Zz ○ ABC Express Lesson 12: Add on Skills Xx, Qu
<p>ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:</p>	
<p>a. in a closed syllable (VC: at; CVC: bat);</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Read and Write <ul style="list-style-type: none"> ○ Lesson 2, p. 31; Lesson 3, p. 45; Lesson 4, p. 59; Lesson 5, p. 73; Lesson 6, p. 87; Lesson 7, p. 99; Lesson 8, p. 111; Lesson 9, p. 123; Lesson 10, p. 135; Lesson 11, p. 149; Lesson 12, p. 161; Lesson 13, p. 173; Lesson 14, p. 185; Lesson 15, p. 197; Lesson 16, p. 211; Lesson 17, p. 223; Lesson 18, p. 235; Lesson 19, p. 247; Lesson 20, p. 259; Lesson 21, p. 273; Lesson 22, p. 285; Lesson 23, p. 297; Lesson 24, p. 309; Lesson 25, p. 321; Lesson 26, p. 335; Lesson 27, p. 347; Lesson 28, p. 359; Lesson 29, p. 371; Lesson 30, p. 383
<p>b. in an open syllable (e.g. he, so, me, go, hi); and</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It <ul style="list-style-type: none"> ○ Lesson 25 (go), p. 313; Lesson 27 (to), p. 339; Lesson 28 (me, he, we, so, hi), p. 351; Lesson 29 (no, we, to), p. 363; Lesson 30 (so, go, to), p. 375 <p><u>LEVEL K/GR. K TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending <ul style="list-style-type: none"> ○ Lesson 25 (go), TE p. 313; Lesson 28 (hi, go, me), TE p. 351
<p>c. in a vowel-consonant-e (VCe) syllable with prompting and support.</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> • Lesson 29 Final e (a_e)—pp. 363–374 • Lesson 30 Final e (o_e, i_e)—pp. 375–386 <p style="text-align: right;"><i>continued</i></p>

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<p>LEVEL K/GR. K DIGITAL RESOURCES*</p> <p>Interactive Practice Bundle</p> <ul style="list-style-type: none"> • Decodable Library <ul style="list-style-type: none"> ○ Long Vowels <ul style="list-style-type: none"> ▪ Final e
<p>ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.</p> <p>INDICATOR INSIGHT: This indicator includes the use of word families.</p>	<p>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)</p> <p><i>In isolation</i></p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It (VC) <ul style="list-style-type: none"> ○ Lesson 3 (am), p. 37; Lesson 4 (at), p. 51; Lesson 6 (an), p. 79; Lesson 7 (is/it), p. 91; Lesson 9 (if), p. 115; Lesson 20 (ax/ox), p. 251; Lesson 22 (up), p. 277 • Blend It (CVC) <ul style="list-style-type: none"> ○ Lesson 3 (sip/Sam), p. 37; Lesson 4 (mat/sat), p. 51; Lesson 5 (map/tap), p. 65; Lesson 6 (tap/pan), p. 79; Lesson 7 (sit/pat), p. 91; Lesson 8 (cat/cap), p. 103; Lesson 9 (fan/fat/fit), p. 115; Lesson 10 (dad/dip), p. 127; Lesson 11 (had/hit), p. 141; Lesson 12 (hot/not/dot), p. 153; Lesson 13 (rip/ran/rat), p. 165; Lesson 14 (bat/bad/bit), p. 177; Lesson 15 (lot/lip/lit), p. 189; Lesson 17 (men/ten), p. 215; Lesson 18 (leg/beg/big/pig), p. 227; Lesson 19 (wig/wag), p. 239; Lesson 20 (box/fox/mix/six), p. 251; Lesson 21 (van/vet), p. 265; Lesson 22 (sun/run), p. 277; Lesson 23 (jam/jet/jug), p. 289; Lesson 24 (kit/nap), p. 301; Lesson 25 (yum/yap), p. 313; Lesson 26 (zip/zap), p. 327; Lesson 27 (hug/sad), p. 339; Lesson 28 (lap/wet), p. 351; Lesson 29 (mad/tap), p. 363; Lesson 30 (hop/rid), p. 377 <p><i>In text</i></p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book (decode vowel-consonant/VC words in decodable text)—81-82, 93-94, 105-106, 117-118, 129-130, 250-251, 280-281 • Take-Home Book (decode consonant-vowel-consonant/CVC words in decodable text)—pp. 25-26, 39-40, 53-54, 67-68, 81-82, 93-94, 105-106, 117-118, 129-130, 143-144, 155-156, 167-168, 179-180, 191-192, 205-206, 217-218, 229-230, 241-242, 253-254, 267-268, 279-280, 291-292, 303-304, 315-316, 329-330, 341-342, 353-354, 365-366, 377-378
<p>ELA.K.F.3.6 Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.</p>	<p><i>Related content</i></p> <p>LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Add Sounds and Syllables—TE pp. 344, 346, 356, 358, 368, 370, 380, 382 • Phonemic Manipulation: Delete Syllables—TE pp. 349, 361 • Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385

Foundations of Literacy

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / GRADE K
ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.	
<p>ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK) Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11, 28 • Blend Syllables—TE pp. 14, 30, 61 • Clap and Count Syllables—TE pp. 72, 75 <p><u>LEVEL K/GR. K DIGITAL RESOURCES*</u> Overview</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Five Basic Types of Activities <ul style="list-style-type: none"> ▪ Activity Type 3: Oral Blending—p. 3 <ol style="list-style-type: none"> 1. Syllables (Say the syllables in a word and have students put them together, as in “ta . . . ble.”) ▪ Activity Type 4: Oral Segmentation—p. 3 <ol style="list-style-type: none"> 1. Syllables Syllables (Say or clap a word by syllables—explain that each syllable has one vowel sound or “chin drop.”)
<p>ELA.K.F.3.8 Decode and encode words using:</p>	
<p>a. VC;</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK) Introduction</p> <ul style="list-style-type: none"> • Blend It <ul style="list-style-type: none"> ○ Lesson 3 (am), p. 37; Lesson 4 (at), p. 51; Lesson 6 (an), p. 79; Lesson 7 (is/it), p. 91; Lesson 9 (if), p. 115; Lesson 20 (ax/ox), p. 251; Lesson 22 (up), p. 277
<p>b. CV;</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK) Introduction</p> <ul style="list-style-type: none"> • Blend It <ul style="list-style-type: none"> ○ Lesson 25 (go), p. 313; Lesson 27 (to), p. 339; Lesson 27 (no, go, so, hi, to), p. 351; Lesson 29 (no, we, to), p. 363; Lesson 30 (so, go, to), p. 375 <p><u>LEVEL K/GR. K DIGITAL RESOURCES*</u> Interactive Practice Bundle</p> <ul style="list-style-type: none"> • Decodable Library <ul style="list-style-type: none"> ○ Long Vowels <ul style="list-style-type: none"> ▪ Single Letter Long Vowels
<p>c. CVC;</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK) Introduction</p> <ul style="list-style-type: none"> • Blend It <ul style="list-style-type: none"> ○ Lesson 3 (Sam), p. 37; Lesson 4 (sat/mat), p. 51; Lesson 5 (Pam/map), p. 65; Lesson 6 (tap/pan), p. 79; Lesson 7 (sit/pat), p. 91; Lesson 8 (cat/cap), p. 103; Lesson 9 (fan/fat/fit), p. 115; Lesson 10 (dad/sad), p. 127; Lesson 11(had/hit), p. 141; Lesson 12 (hot/not/dot), p. 153; Lesson 13 (rip/ran/rat), p. 165; Lesson 14 (bat/bad/bit), p. 177; Lesson 15 (lot/lip/lit), <p style="text-align: right;"><i>continued</i></p>

Foundations of Literacy

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / GRADE K
----------------------------	--

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<p>p. 189; Lesson 17 (men/ten), p. 215; Lesson 18 (leg/beg/big/pig), p. 227; Lesson 19 (wig/wag), p. 239; Lesson 20 (box/fox/mix/six), p. 251; Lesson 21 (van/vet), p. 265</p>
<p>d. consonant digraphs (ch, sh, th, wh); and</p>	<p><i>Representative modeling</i></p> <p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Blend—p. 91 (itch) <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book—pp. 117–119 (fish); 155–156 (this); 167–168 (bush, chair) <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Clap Syllables—TE pp. 11 (teacher); 28 (lunch, sandwich) Recognize and Produce Rhyme—TE pp. 120 (fish) Isolate Beginning, Medial, and Ending Sounds—TE p. 125 (king, rush, thud) <p><i>See Level B/Grade 2 (consonant digraphs)</i></p>
<p>e. combination (e.g., qu).</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><i>Lesson</i></p> <p>Unit 5 Short u</p> <ul style="list-style-type: none"> Lesson 24 Qu—pp. 301–312 <p><i>Lesson Activities</i></p> <p>Introduction</p> <ul style="list-style-type: none"> Blend It—pp. 301, 313, 363 (quit, quick)

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

<p>ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p>INDICATOR INSIGHT: <i>High-frequency words</i> words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context <ul style="list-style-type: none"> Lesson 2 (I, can), p. 24; Lesson 3 (see, a), p. 38; Lesson 4 (the, on), p. 52; Lesson 5 (like, to), p. 66; Lesson 6 (is, it), p. 80; Lesson 7 (big, little), p. 92; Lesson 8 (my, good), p. 104; Lesson 9 (yes, no), p. 116; Lesson 10 (look, he), p. 128; Lesson 11 (do, you), p. 142; Lesson 12 (what, this), p. 154; Lesson 13 (and, under), p. 166; Lesson 14 (or, are), p. 178; Lesson 15 (up, down), p. 190; Lesson 16 (she, her), p. 204; Lesson 17 (make, they), p. 216; Lesson 18 (where, with), p. 228; Lesson 19 (we, play), p. 240; Lesson 20 (one, have), p. 252; Lesson 21 (go, hurt), p. 266; Lesson 22 (day, of), p. 278; Lesson 23 (said, that), p. 290; Lesson 24 (there, out), p. 302; Lesson 25 (all, read), p. 314; Lesson 26 (for, finds), p. <p><i>continued</i></p>
---	---

Foundations of Literacy

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / GRADE K
<p>ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</p>	<p>328; Lesson 27 (was, too), p. 340; Lesson 28 (come, some), p. 352; Lesson 29 (your, very), p. 364; Lesson 30 (use, blue), p. 376</p> <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency (high-frequency words)—pp. 32, 46, 60, 74, 88, 100, 112, 124, 136, 150, 162, 174, 186, 198, 212, 224, 236, 248, 260, 274, 286, 298, 310, 322, 336, 348, 360, 372, 384 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> Fluency Check (words commonly found in grade-appropriate text)—pp. 48, 62, 76, 90, 102, 114, 126, 138, 152, 164, 176, 188, 200, 214, 226, 238, 250, 262, 276, 288, 300, 312, 324, 338, 350, 362, 374, 386 <p><u>LEVEL K/GR. K TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> [Day 1/Day 2] Read-Spell-Write—TE pp. 24-25, 38-39, 52-53, 66-67, 80, 92, 104, 116, 128, 142, 154, 166, 178, 190, 204, 216, 228, 240, 252, 266, 278, 290, 302, 314, 328, 340, 352, 364, 376 [Day 2] Review/Extend—TE pp. 81, 93, 105-106, 117-118, 129-130, 143, 155, 167-168, 179-180, 191, 205, 217, 229, 241, 253, 267, 279, 291, 303, 315, 329, 341, 353, 365, 377-378 [Day 3] Review/Extend/Use in Context—TE pp. 28, 42, 56, 70, 84, 96, 108, 120, 132, 146, 158, 170, 182, 194, 208, 220, 232, 244, 256, 270, 282, 294, 306, 318, 332, 344, 356, 368, 380 [Day 5] Build Fluency: Review (read completed sentence frames)—TE pp. 33, 47, 61, 75, 89, 101, 113, 125, 137, 151, 163, 175, 187, 199, 213, 225, 237, 249, 261, 275, 287, 299, 311, 323, 337, 349, 361, 373, 385
<p>ELA.K.F.4.2 Read texts orally with accuracy and expression.</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Books <ul style="list-style-type: none"> “My ABC Book,” pp. 11-12; “I Can,” pp. 25-26; “Sam,” pp. 39-40; “Sam Sat,” pp. 53-54; “I Like,” pp. 67-68; “What Is It?” pp. 81-82; “Big and Little,” pp. 93-94; “Good Cat,” pp. 105-106; “Can It Fit?” pp. 117-118; “Dan and Dad,” pp. 129-130; “Hats,” pp. 143-144; “What Is This?” pp. 155-156; “Uh-oh!” pp. 167-168; “Good or Bad?” pp. 179-180; “Up and Down,” pp. 191-192; “Run, Kim!” pp. 205-206; “Ten Little Men,” pp. 217-218; “Where Am I?” pp. 229-230; “We Will Win!” pp. 241-242; “Six Boxes,” pp. 253-254; “The Best Vet,” pp. 267-268; “The Bus,” pp. 279-280; “What Will Jan Do?” pp. 291-292; “Quick, Quick, Quick!” pp. 303-304; “Yes!” pp. 315-316; “Zig, Zag, Buzz!” pp. 329-330; “Lots of Fun,” pp. 341-342; “We Play,” pp. 353-354; “The Hat,” pp. 365-366; “The Bike Ride,” pp. 377-378 <p style="text-align: right;"><i>continued</i></p>

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)

Read Connected Text

- Take-Home Books
 - First Read (Read Together) (chorally read aloud/use corrective feedback)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378

LEVEL K/GR. K DIGITAL RESOURCES*

Differentiation Supports

- Additional Routines
 - Teacher’s Guide to Fluency
 - What Is Fluency?
 - Supporting Fluency Development
 - From Fluency to Comprehension: Routines and Minilessons
 - Level K—pp. 3-7
 - Repeated Reading Fluency Routine
 - Fluency Minilessons (one minilesson per unit)
 1. Model Fluency (general introduction)/*Assess Fluency (wcpm)
 2. Introduce the Repeated Reading Fluency Routine
 3. Fluency: Pauses Between Words
 4. Echo Read
 5. Choral Read
 6. Model Fluency: Return Sweep Eye Movements
 7. Model Fluency: Intonation (end punctuation)
 8. Echo Read
 9. Choral Read
 10. 2-Minute Drills
 11. Reader’s Theater
 12. Model Fluency: Pauses Between Words
 13. Audiobook Modeling
 14. Model Fluency: Intonation (end punctuation)
 15. Echo Read/*Assess Fluency (wcpm)
 16. Choral Read
 17. Oral Reading Model
 18. Model Fluency: Return Sweep Eye Movements
 19. Model Fluency: Intonation (end punctuation)
 20. Oral Recitation Lesson
 21. Paired Repeated Readings
 22. 2-Minute Drills
 23. Reader’s Theater
 24. Model Fluency (general)
 25. Oral Recitation
 26. Audiobook Modeling
 27. Model Fluency: Intonation (end punctuation)
 28. Paired Repeated Readings

continued

Foundations of Literacy

KINDERGARTEN ELA STANDARDS	FROM PHONICS TO READING, LEVEL K / GRADE K
<p>ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</p>	
	<p>29. 2-Minute Drills 30. *Assess Fluency (wcpm)</p> <p>Units 2–6</p> <ul style="list-style-type: none"> • Each Unit <ul style="list-style-type: none"> ◦ Student and Family Resources <ul style="list-style-type: none"> ▪ Student Fluency Sentences <ul style="list-style-type: none"> ◦ Student Fluency Sentences for each lesson are provided in the Teacher’s Edition and at SadlierConnect.com for children to reread with their families. As students read the fluency sentence aloud at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly.
<p>ELA.K.F.4.3 Read texts by:</p>	
<p>a. using letter-sound knowledge to segment and blend sounds together;</p>	<p><u>LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It <ul style="list-style-type: none"> ◦ Lesson 1, p. 9; Lesson 2, p. 21; Lesson 3, p. 35; Lesson 4, p. 49; Lesson 5, p. 63; Lesson 6, p. 79; Lesson 7, p. 91; Lesson 8, p. 103; Lesson 9, p. 115; Lesson 10, p. 127; Lesson 11, p. 141; Lesson 12, p. 153; Lesson 13, p. 165; Lesson 14, p. 177; Lesson 15, p. 189; Lesson 16, p. 203; Lesson 17, p. 215; Lesson 18, p. 227; Lesson 19, p. 239; Lesson 20, p. 251; Lesson 21, p. 265; Lesson 22, p. 277; Lesson 23, p. 289; Lesson 24, p. 301; Lesson 25, p. 313; Lesson 26, p. 327; Lesson 27, p. 339; Lesson 28, p. 351; Lesson 29, p. 363; Lesson 30, p. 375 <p><u>LEVEL K/GR. K TEACHER EDITION</u> (PRINT/eBOOK)</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending—TE pp. 35, 47, 63, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 191, 203, 205, 215, 222, 227, 234, 239, 246, 251, 265, 272, 277, 284, 289, 296, 301, 308, 313, 327, 334, 339, 351, 363, 365, 375, 377 • Oral Segmentation—TE pp. 129, 132, 143, 146, 170, 179, 182, 217, 220, 229, 232, 241, 244, 253, 256, 267, 270, 279, 282, 291, 294, 303, 306, 315, 318, 329, 332, 341, 353

Foundations of Literacy

KINDERGARTEN ELA STANDARDS

FROM PHONICS TO READING, LEVEL K / GRADE K

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

b. decoding the word by analogy; and

INDICATOR INSIGHT:

Decoding the words by analogy means recognizing how the word or word parts may be similar to another known word or word parts.

LEVEL K/GR. K STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

Word Sort

- Sort It Out (read and sort words with similar word parts and patterns)
 - Lesson 27, p. 346; Lesson 28, p. 358; Lesson 29, p. 370; Lesson 30, p. 382

LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)

Word Study

- Plurals Nouns with -s—pp. 83, 181, 243, 293
- Inflectional Ending -s—pp. 95, 145, 231, 305
- Ending -ck—pp. 107, 169, 207
- Distinguish Initial and Final Consonant Sounds—pp. 119, 131
- Distinguish Initial and Medial Vowel Sounds—pp. 157, 219, 281
- Double Final Consonants—pp. 193, 317
- Plurals Nouns with -es—p. 255
- Blends—pp. 269, 331
- Compare Short and Long Vowel Sounds—pp. 343, 355
- Compare Short and Long Vowel Sounds and Spellings—pp. 367, 379

c. using visuals from the text to support decoding and confirm recognition.

LEVEL K/GR. K TEACHER EDITION (PRINT/eBOOK)

Read Connected Text

- Take-Home Book: Preview and Predict (use pictures to predict what the text will be about)
 - Lesson 1, p. 12; Lesson 2, p. 26; Lesson 3, p. 40; Lesson 4, p. 54; Lesson 5, p. 68; Lesson 6, p. 82; Lesson 7, p. 94; Lesson 8, p. 106; Lesson 9, p. 118; Lesson 10, p. 130; Lesson 11, p. 144; Lesson 12, p. 156; Lesson 13, p. 168; Lesson 14, p. 180; Lesson 15, p. 192; Lesson 16, p. 206; Lesson 17, p. 218; Lesson 18, p. 230; Lesson 19, p. 242; Lesson 20, p. 254; Lesson 21, p. 268; Lesson 22, p. 280; Lesson 23, p. 292; Lesson 24, p. 304; Lesson 25, p. 316; Lesson 26, p. 330; Lesson 27, p. 342; Lesson 28, p. 354; Lesson 29, p. 366; Lesson 30, p. 378