

From Phonics to Reading

Correlation to the New York State Next Generation
English Language Arts Learning Standards

Kindergarten



Contents

Kindergarten Reading Standards: Foundational Skills

Print Concepts.....	2
Phonological Awareness.....	6
Phonics and Word Recognition.....	10
Fluency.....	20

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Print Concepts

KRF1: Demonstrate understanding of the organization and basic features of print.	
<p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p>	<p><u>LEVEL K TEACHER'S EDITION</u> Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (left to right, top to bottom)—TE pp. 83, 85, 94–95 <p><u>LEVEL K DIGITAL RESOURCES*</u> Professional Development</p> <ul style="list-style-type: none"> Instructional Guides <ul style="list-style-type: none"> Phonics Assessment <ul style="list-style-type: none"> Assessing Other Foundational Skills <ul style="list-style-type: none"> Concepts of Print (reading from left-to-right and top-to-bottom)—p. 9 <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 <ul style="list-style-type: none"> Basic Features of Print (read left to right, top to bottom, page by page/return sweep to correctly find the next line of text) <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"> Understand that text is read from left to right and top to bottom on a page. <p><i>Related content (model segmenting a word, moving from left to right)</i></p> <p><u>LEVEL K TEACHER'S EDITION</u> Dictation</p> <ul style="list-style-type: none"> Think and Write—TE pp. 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>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><u>LEVEL K TEACHER'S EDITION</u> Print Concepts</p> <ul style="list-style-type: none"> About Me (use letters of the alphabet to write words)—TE p. 13 <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Identify Words in Spoken Sentences—TE pp. 24, 38, 52, 66 <p><i>continued</i></p>

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Print Concepts

	<p><u>LEVEL K DIGITAL RESOURCES*</u></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"> What Are Print Concepts (connect oral language with written language/difference between a letter and a word)—p. 1 Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> Words and Spaces (difference between a single letter and a word made up of one or more letters) <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 difference between a letter and a word.
<p>KRF1c: Understand that words are separated by spaces in print.</p>	<p><u>LEVEL K TEACHER'S EDITION</u></p> <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (words are separated by spaces)—TE pp. 26, 40, 54, 68, 119, 157, 219, 269, 331 <p><u>LEVEL K DIGITAL RESOURCES*</u></p> <p>Professional Development</p> <ul style="list-style-type: none"> Instructional Guides <ul style="list-style-type: none"> Phonics Assessment <ul style="list-style-type: none"> Assessing Other Foundational Skills <ul style="list-style-type: none"> Concepts of Print (understanding that words are separated by spaces)—p. 9 <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 <ul style="list-style-type: none"> Words and Spaces (point out spaces between one word and the next/model clapping for each word in a sentence) Sentences (groups of words are organized in sentences) <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"> Understands that words are separated by spaces. Identify the difference between a word and a sentence.

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Print Concepts

KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.

LEVEL K STUDENT BOOK/TEACHER'S EDITION

Alphabet

- My ABC Book (uppercase letters)—SB/TE pp. 11-12
- About Me (name begins with uppercase letters)—SB/TE p. 13

Handwriting

- Trace and Write (uppercase and lowercase letters)
 - Lesson 1, p. 16; Lesson 2, p. 27; Lesson 3, p. 41; Lesson 4, p. 54; Lesson 5, p. 69; Lesson 6, p. 83; Lesson 7, p. 95; Lesson 8, p. 107; Lesson 9, p. 119; Lesson 10, p. 131; Lesson 11, p. 145; Lesson 12, p. 157; Lesson 13, p. 169; Lesson 14, p. 181; Lesson 15, p. 193; Lesson 16, p. 207; Lesson 17, p. 219; Lesson 18, p. 231; Lesson 19, p. 243; Lesson 20, p. 255; Lesson 21, p. 269; Lesson 22, p. 281; Lesson 23, p. 293; Lesson 24, p. 305; Lesson 25, p. 317; Lesson 26, p. 331

Cumulative Review

- Uppercase Letters—SB/TE p. 18

Alphabet

- Lowercase Letters—SB/TE p. 21
- Uppercase and Lowercase Letters—SB/TE pp. 35-36
- Match Uppercase and Lowercase Letters—SB/TE pp. 49-50, 63-64

LEVEL K TEACHER'S EDITION

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

Learning Center

- 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

Handwriting

- Trace and Write (uppercase and lowercase letters)
 - Lesson 1, TE p. 16; Lesson 2, TE p. 27; Lesson 3, TE p. 41; Lesson 4, TE p. 54; Lesson 5, TE p. 69; Lesson 6, TE p. 83; Lesson 7, TE p. 95; Lesson 8, TE p. 107; Lesson 9, TE p. 119; Lesson 10, TE p. 131; Lesson 11, TE p. 145; Lesson 12, TE p. 157; Lesson 13, TE p. 169; Lesson 14, TE p. 181; Lesson 15, TE p. 193; Lesson 16, TE p. 207; Lesson 17, TE p. 219; Lesson 18, TE p. 231; Lesson 19, TE p. 243; Lesson 20, TE p. 255; Lesson

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Print Concepts

21, TE p. 269; Lesson 22, TE p. 281; Lesson 23, TE p. 293;
Lesson 24, TE p. 305; Lesson 25, TE p. 317; Lesson 26, TE p.
331

Cumulative Review

- Uppercase Letters—TE p. 18

Independent/Partner Work

- Alphabet Review—TE pp. 30, 44, 72
- Alphabet Concentration—TE p. 50
- Alphabet Match Up—TE p. 58
- Alphabet “Go Fish!”—TE p. 64

Alphabet Review

- Identify Lowercase Letters—TE p. 40

LEVEL K DIGITAL RESOURCES*

Differentiation Supports

- Additional Routines
 - Teacher’s Guide to Print Concepts
 - Supporting Instruction of Print Concepts—pp. 1-2
 - Alphabet Recognition (identify all upper- and lowercase letters/distinguish numbers from letters/ use magnets, letter cards, or other manipulatives to practice alphabet recognition)

Assessment

- Benchmark Assessments
 - Letter Name and Letter-Sound Assessments
- Benchmark Assessments Administration & Analysis
 - Letter-Name and Letter-Sound Analysis
- Formative Assessments
 - Letter Formation Assessment
- Assessment Administration Videos
 - Administering: Letter-Name and Letter-Sound Assessments
 - Author Debrief: Letter-Name and Letter-Sound Assessments

Decodable Library

- Alphabet Recognition
 - Alphabet (Level K Pre-Decodable Texts/Lesson Plans)

Related content

LEVEL K DIGITAL RESOURCES*

Differentiation Supports

- Additional Routines
 - Letter Formation Chart
 - Letter Formation Instruction
 - Letter Formation Practice

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Print Concepts

KRF1e: Identify the front cover, back cover, and title page of a book.

LEVEL K DIGITAL RESOURCES*

Differentiation Supports

- Additional Routines
 - Teacher's Guide to Print Concepts
 - Supporting Instruction of Print Concepts—pp. 1-2
 - Basic Features of Print (how to handle a book/title, author's and illustrator's name/text and illustrations)

Assessment

- Formative Assessments
 - Print Concepts Assessment/What Can You Do with the Assessment Results?
 - Identify the front cover, back cover, title page, and spine of a book.

Related content

LEVEL K TEACHER'S EDITION

Read Connected Text

- 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

Phonological Awareness

KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

KRF2a: Recognize and produce spoken rhyming words.

LEVEL K TEACHER'S EDITION

Phonemic Awareness

- Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96
- Recognize and Produce Rhyme—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287
- Recognize and Produce Rhyme and Alliteration—TE pp. 291, 337

LEVEL K DIGITAL RESOURCES*

Overview

- Overview
 - Phonological Awareness Scope and Sequence Rationale
 - Five Basic Types of Activities—p. 2
 - Activity Type 1: Rhyme and Alliteration
 - Activity Type 2: Oddity Tasks (phoneme categorization: 1. Rhyme)
 - Modeling the Tasks—p. 4
 - Rhyme Routine

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonological Awareness

	<p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning <ul style="list-style-type: none"> Professional Development and Implementation Support Plan and Video Viewing Guides <ul style="list-style-type: none"> Video Viewer's Guide: Session 3 Phonological Awareness—pp. 15–18 <ul style="list-style-type: none"> Phonological Awareness Tasks: Rhyme Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness
<p>KRF2b: Blend and segment syllables in spoken words.</p>	<p><u>LEVEL K TEACHER'S EDITION</u></p> <p>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 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 <p><u>LEVEL K DIGITAL RESOURCES*</u></p> <p>Overview</p> <ul style="list-style-type: none"> Overview <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities—pp. 2–3 <ul style="list-style-type: none"> Activity Type 3: Oral Blending <ul style="list-style-type: none"> 1. Syllables Activity Type 4: Oral Segmentation (including counting sounds) <ul style="list-style-type: none"> 1. Syllables Modeling the Tasks—pp. 5–7 <ul style="list-style-type: none"> Oral Blending Routine (Sound by Sound) Oral Segmentation Routine (Sound by Sound) <p>Professional Development</p> <ul style="list-style-type: none"> Professional Development Planning <ul style="list-style-type: none"> Professional Development and Implementation Support Plan and Video Viewing Guides <ul style="list-style-type: none"> Video Viewer's Guide: Session 3 Phonological Awareness—pp. 15–18 <ul style="list-style-type: none"> Phonological Awareness Tasks <ul style="list-style-type: none"> Oral Blending Oral Segmentation

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonological Awareness

KRF2c: Blend and segment onsets and rimes of spoken words.

LEVEL K TEACHER'S EDITION

Phonemic Awareness

- 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

LEVEL K DIGITAL RESOURCES*

Overview

- Overview
 - Phonological Awareness Scope and Sequence Rationale
 - Modeling the Tasks—pp. 8–9
 - Oral Blending Routine (Onset/Rime)
 - Oral Segmentation Routine (Onset/Rime)

KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.

LEVEL K TEACHER'S EDITION

Phonemic Awareness

- Oral Blending (phonemes)—TE pp. 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 (phonemes)—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
- 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, 311, 320, 323
- Isolate Medial Sounds—TE pp. 225, 237

LEVEL K DIGITAL RESOURCES*

Overview

- Overview
 - Phonological Awareness Scope and Sequence Rationale
 - Five Basic Types of Activities—pp. 2–3
 - Activity Type 3: Oral Blending
 - 3. Phoneme by phoneme
 - Activity Type 4: Oral Segmentation (including counting sounds)
 - 3. Phoneme by phoneme

Professional Development

- Instructional Guides
 - Phonics Assessment
 - Assessing Other Foundational Skills
 - Phonological Awareness (students must understand that words are comprised of discrete sounds and

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonological Awareness

	<p>be able to blend, segment, and manipulate those sounds)—p. 9</p> <ul style="list-style-type: none"> Professional Development Planning <ul style="list-style-type: none"> Professional Development and Implementation Support Plan and Video Viewing Guides <ul style="list-style-type: none"> Video Viewer's Guide: Session 3 Phonological Awareness—pp. 15–18 <ul style="list-style-type: none"> Phonological Awareness Tasks <ul style="list-style-type: none"> Oral Blending Oral Segmentation
<p>KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.</p>	<p><u>LEVEL K TEACHER'S EDITION</u></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 <p><u>LEVEL K DIGITAL RESOURCES*</u></p> <p>Overview</p> <ul style="list-style-type: none"> Overview <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities—pp. 2–3 <ul style="list-style-type: none"> Activity Type 5: Phoneme Manipulation (substitution, deletion, addition) <ul style="list-style-type: none"> 1. Initial sound substitution (Replace the first sound in man with /p/.) 2. Final sound substitution (Replace the last sound in bad with /g/.) 3. Vowel substitution (Replace the middle sound in hat with /o/.) 4. Syllable deletion (Say noble without no.) 5. Initial sound deletion (Say sat without /s/.) 6. Final sound deletion (Say make without /k/.) 7. Initial phoneme in a blend deletion (Say slip without /s/.) 8. Final phoneme in a blend deletion (Say nest without /t/.) 9. Second phoneme in a blend deletion (Say slip without /l/.) 10. Initial sound addition (Add /s/ to the beginning of at.) 11. Final sound addition (Add /t/ to the end of res.) Modeling the Tasks—pp. 10–12 <ul style="list-style-type: none"> Phonemic Manipulation Routine (Substitution) Phonemic Manipulation Routine (Addition) Phonemic Manipulation Routine (Deletion) <p><i>continued</i></p>

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonological Awareness

Professional Development

- Instructional Guides
 - Phonics Assessment
 - Assessing Other Foundational Skills
 - Phonological Awareness (As students progress in their skills, phonemic manipulation tasks (phoneme substitution, deletion, addition) play a crucial role.)—pp. 9–10
- Professional Development Planning
 - Professional Development and Implementation Support Plan and Video Viewing Guides
 - Video Viewer's Guide: Session 3 Phonological Awareness—pp. 15–18
 - Phonological Awareness Tasks: Phonemic Manipulation

Phonics and Word Recognition

KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.

LEVEL K STUDENT BOOK/TEACHER'S EDITION

Unit 1 Short a

- 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

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

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

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

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 TEACHER'S EDITION

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

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

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

- [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

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

LEVEL K DIGITAL RESOURCES*

Assessment

- Benchmark Assessments
 - Letter-Name and Letter-Sound Assessments
- Benchmark Assessments Administration & Analysis
 - Letter-Name and Letter-Sound Analysis
- Assessment Administration Videos
 - Administering the Letter-Name and Letter-Sound Assessments
 - Author Debrief of the Letter-Name/Letter-Sound Assessment

Differentiation Supports

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

Sound Wall

- Consonants Wall
 - Consonants Wall
 - Consonants Sound Cards
- Sound Wall Lesson Template
 - Sound Wall Lesson Template

Related content (consonants in context)

Decodable Library

- Consonants
 - s, t, p (Level K Pre-Decodable Texts/Lesson Plans)
 - Level K—s
 - Level K—t
 - Level K—p
 - n, c, f, d (Level K Pre-Decodable Texts/Lesson Plans)
 - Level K—n
 - Level K—c
 - Level K—f
 - Level K—d

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

	<ul style="list-style-type: none"> ○ h, r, b, l (Level K Take-Home Books/Lesson Plans) <ul style="list-style-type: none"> ▪ Level K—h ▪ Level K—r ▪ Level K—b ▪ Level K—l ○ k, g, w, x (Level K Take-Home Books/Lesson Plans) <ul style="list-style-type: none"> ▪ Level K—k ▪ Level K—g ▪ Level K—w ▪ Level K—x ○ v, j, q, y, z (Level K Take-Home Books/Lesson Plans) <ul style="list-style-type: none"> ▪ Level K—v ▪ Level K—j ▪ Level K—y ▪ Level K—z
<p>KRF3b: Decode short vowel sounds with common spellings.</p>	<p><u>LEVEL K STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Unit 1 Short a</p> <ul style="list-style-type: none"> • Lesson 2 Short a—pp. 21–34 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> • Lesson 7 Short i—pp. 91–102 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> • Lesson 12 Short o—pp. 153–164 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> • Lesson 17 Short e—pp. 215–226 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> • Lesson 22 Short u—pp. 277–288 <p>Unit 6 Introduction to Long Vowels</p> <ul style="list-style-type: none"> • Lesson 27 Short Vowel Review—pp. 339–350 <p>Differentiation Supports</p> <ul style="list-style-type: none"> • ABC Express Instructional Resources/ABC Express Student Resources <ul style="list-style-type: none"> ○ ABC Express Lesson 3: Add on Skills Short i, Pp ○ ABC Express Lesson 6: Add on Skills Short o, Cc ○ ABC Express Lesson 8: Add on Skills Short u, Ww ○ ABC Express Lesson 10: Add on Skills Short e, Vv <p>Sound Wall</p> <ul style="list-style-type: none"> • Vowel Valley <ul style="list-style-type: none"> ○ Vowel Valley Wall ○ Vowel Sound Cards • Sound Wall Lesson Template <ul style="list-style-type: none"> ○ Sound Wall Lesson Template <p style="text-align: right;"><i>continued</i></p>

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

Related content (short vowels with common spellings in context)

Decodable Library

- Short Vowels
 - Short a
 - Level K (Pre-Decodable Texts/Lesson Plans)
 - Level A (Take-Home Books/Lesson Plans)
 - Short i
 - Level K (Pre-Decodable Texts/Lesson Plans)
 - Level A (Take-Home Books/Lesson Plans)
 - Short o
 - Level K (Take-Home Books/Lesson Plans)
 - Level A (Take-Home Books/Lesson Plans)
 - Short e
 - Level K (Take-Home Books/Lesson Plans)
 - Level A (Take-Home Books/Lesson Plans)
 - Short u
 - Level K (Take-Home Books/Lesson Plans)
 - Level A (Take-Home Books/Lesson Plans)
 - Short Vowel Review
 - Level K (Take-Home Books/Lesson Plans)
 - Level B (Decodable Passages/Lesson Plans)
 - Level C (Interact with the Text/Decodable Passage/Lesson Plans)

KRF3c: Decode some regularly spelled one-syllable words.

LEVEL K STUDENT BOOK/TEACHER'S EDITION

Introduction

- Learn and Blend/Blend It (decode regularly spelled one-syllable words)
 - 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. 375

LEVEL K DIGITAL RESOURCES*

Overview

- High-Frequency Words
 - Decodable High-Frequency Words
 - Simple Words (one syllable)
 - Complex Words (one syllable)

continued

*Digital resources available at SadlierConnect.com

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

Related content (decode regularly spelled one-syllable words in decodable text)

LEVEL K STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Take-Home Book (decode regularly spelled one-syllable words in context)
 - Lesson 2, pp. 25-26; Lesson 3, pp. 39-40; Lesson 4, pp. 53-54; Lesson 5, pp. 67-68; Lesson 6, pp. 81-82; Lesson 7, pp. 93-94; Lesson 8, pp. 105-106; Lesson 9, pp. 117-118; Lesson 10, pp. 129-130; Lesson 11, pp. 143-144; Lesson 12, pp. 155-156; Lesson 13, pp. 167-168; Lesson 14, pp. 179-180; Lesson 15, pp. 191-192; Lesson 16, pp. 205-206; Lesson 17, pp. 217-218; Lesson 18, pp. 229-230; Lesson 19, pp. 241-242; Lesson 20, pp. 253-254; Lesson 21, pp. 267-268; Lesson 22, pp. 279-280; Lesson 23, pp. 291-292; Lesson 24, pp. 303-304; Lesson 25, pp. 315-316; Lesson 26, pp. 329-330; Lesson 27, pp. 341-342; Lesson 28, pp. 353-354; Lesson 29, pp. 365-366; Lesson 30, pp. 377-378

LEVEL K DIGITAL RESOURCES*

Professional Development

- High Impact Routines by Wiley Blevins
 - High-Impact Routine: Decodable Texts

Decodable Library

- Consonants (Level K Pre-Decodable Texts/Take-Home Books/Lesson Plans)
- Short Vowels (Levels K Pre-Decodable Texts/Levels K-C Take-Home Books/Lesson Plans)
- Blends (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)
- Consonant Digraphs (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)
- Long Vowels (Level K Take-Home Books/Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- r-Controlled Vowels (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- Complex Vowels and Diphthongs (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- Syllable Types (Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

Related content (regularly spelled one-syllable words)

LEVEL K STUDENT BOOK/TEACHER'S EDITION

Dictation

- Listen and Spell
 - Lesson 3, p. 42; Lesson 4, p. 56; Lesson 5, p. 70; Lesson 6, p. 84; Lesson 7, p. 96; Lesson 8, p. 108; Lesson 9, p. 120; Lesson 10, p. 132; Lesson 11, p. 146; Lesson 12, p. 158; Lesson 13, p. 170; Lesson 14, p. 182; Lesson 15, p. 194; Lesson 16, p. 208; Lesson 17, p. 220; Lesson 18, p. 232; Lesson 19, p. 244; Lesson 20, p. 256; Lesson 21, p. 270; Lesson 22, p. 282; Lesson 23, p. 294; Lesson 24, p. 306; Lesson 25, p. 318; Lesson 26, p. 332; Lesson 27, p. 344; Lesson 28, p. 356; Lesson 29, p. 368; Lesson 30, p. 380

Introduction

- Daily Practice
 - Spell It
 - 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

LEVEL K TEACHER'S EDITION

Dictation [Day 4]

- Listen and Spell (complete the lesson Listen and Spell activity)
 - Lesson 3, TE p. 45; Lesson 4, TE p. 59; Lesson 5, TE pp. 73–74; Lesson 6, TE p. 87; Lesson 7, TE p. 99; Lesson 8, TE p. 111; Lesson 9, TE p. 123; Lesson 10, TE p. 135; Lesson 11, TE p. 149; Lesson 12, TE p. 161; Lesson 13, TE p. 173; Lesson 14, TE p. 185; Lesson 15, TE p. 197; Lesson 16, TE p. 211; Lesson 17, TE p. 223; Lesson 18, TE p. 235; Lesson 19, TE p. 247; Lesson 20, TE p. 259; Lesson 21, TE p. 273; Lesson 22, TE p. 285; Lesson 23, TE p. 297; Lesson 24, TE p. 309; Lesson 25, TE p. 321; Lesson 26, TE p. 335; Lesson 27, TE p. 347; Lesson 28, TE p. 359; Lesson 29, TE p. 371; Lesson 30, TE p. 383

LEVEL K DIGITAL RESOURCES*

Professional Development

- Instructional Guides
 - Spelling Instructional Guide
- High Impact Routines by Wiley Blevins
 - High-Impact Routine: Dictation

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

KRF3d: Read common high-frequency words by sight.

LEVEL K STUDENT BOOK/TEACHER'S EDITION

High-Frequency Words

- Read-Spell-Write—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. 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

Cumulative Review

- Build Fluency (use high-frequency words)—Lesson 2, p. 32; Lesson 3, p. 46; Lesson 4, p. 60; Lesson 5, p. 74; Lesson 6, p. 88; Lesson 7, p. 100; Lesson 8, p. 112; Lesson 9, p. 124; Lesson 10, p. 136; Lesson 11, p. 150; Lesson 12, p. 162; Lesson 13, p. 174; Lesson 14, p. 186; Lesson 15, p. 198; Lesson 16, p. 212; Lesson 17, p. 224; Lesson 18, p. 236; Lesson 19, p. 248; Lesson 20, p. 260; Lesson 21, p. 274; Lesson 22, p. 286; Lesson 23, p. 298; Lesson 24, p. 310; Lesson 25, p. 322; Lesson 26, p. 336; Lesson 27, p. 348; Lesson 28, p. 360; Lesson 29, p. 372; Lesson 30, p. 384

LEVEL K TEACHER'S EDITION

High-Frequency Words

- [Day 1] Read-Spell-Write—Lesson 6, TE p. 80; Lesson 7, TE p. 92; Lesson 8, TE p. 104; Lesson 9, TE p. 116; Lesson 10, TE p. 128; Lesson 11, TE p. 142; Lesson 12, TE p. 154; Lesson 13, TE p. 166; Lesson 14, TE p. 178; Lesson 15, TE p. 190; Lesson 16, TE p. 204; Lesson 17, TE p. 216; Lesson 18, TE p. 228; Lesson 19, TE p. 240; Lesson 20, TE p. 252; Lesson 21, TE p. 266; Lesson 22, TE p. 278; Lesson 23, TE p. 290; Lesson 24, TE p. 302; Lesson 25, TE p. 314; Lesson 26, TE p. 328; Lesson 27, TE p. 340; Lesson 28, TE p. 352; Lesson 29, TE p. 364; Lesson 30, TE p. 376
- [Day 2] Read-Spell-Write/Use in Context
 - Lesson 2, TE pp. 24–25; Lesson 3, TE pp. 38–39; Lesson 4, TE pp. 52–53; Lesson 5, TE pp. 66–67
- [Day 2] Review/Extend
 - Lesson 6, TE pp. 81–82; Lesson 7, TE pp. 93–94; Lesson 8, TE pp. 105–106; Lesson 9, TE pp. 117–118; Lesson 10, TE pp. 129–130; Lesson 11, TE p. 143; Lesson 12, TE p. 155; Lesson 13, TE pp. 167–168; Lesson 14, TE pp. 179–180; Lesson 15, TE

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

p. 191; Lesson 16, TE p. 205; Lesson 17, TE p. 217; Lesson 18, TE p. 229; Lesson 19, TE p. 241; Lesson 20, TE p. 253; Lesson 21, TE p. 267; Lesson 22, TE p. 279; Lesson 23, TE p. 291; Lesson 24, TE p. 303; Lesson 25, TE p. 315; Lesson 26, TE p. 329; Lesson 27, TE p. 341; Lesson 28, TE p. 353; Lesson 29, TE pp. 365–366; Lesson 30, TE pp. 377–378

- [Day 3] Review/Extend
 - Lesson 2, TE p. 28; Lesson 3, TE p. 42; Lesson 4, TE p. 56; Lesson 5, TE p. 70
- [Day 3] Review/Use in Context/Cumulative Sentence Review
 - Lesson 6, TE p. 84; Lesson 7, TE p. 96; Lesson 8, TE p. 108; Lesson 9, TE pp. 120–121; Lesson 10, TE p. 132; Lesson 11, TE p. 146; Lesson 12, TE p. 158; Lesson 13, TE p. 170; Lesson 14, TE p. 182; Lesson 15, TE p. 194; Lesson 16, TE p. 208; Lesson 17, TE p. 220; Lesson 18, TE p. 232; Lesson 19, TE p. 244; Lesson 20, TE p. 256; Lesson 21, TE p. 270; Lesson 22, TE p. 282; Lesson 23, TE p. 294; Lesson 24, TE p. 306; Lesson 25, TE p. 318; Lesson 26, TE p. 332; Lesson 27, TE p. 344; Lesson 28, TE p. 356; Lesson 29, TE p. 368; Lesson 30, TE p. 380
- [Day 5] Build Fluency/Review
 - Lesson 2, TE p. 33; Lesson 3, TE p. 47; Lesson 4, TE p. 61; Lesson 5, TE p. 75; Lesson 6, TE p. 89; Lesson 7, TE p. 101; Lesson 8, TE p. 113; Lesson 9, TE p. 125; Lesson 10, TE p. 137; Lesson 11, TE p. 151; Lesson 12, TE p. 163; Lesson 13, TE p. 175; Lesson 14, TE p. 187; Lesson 15, TE p. 199; Lesson 16, TE p. 213; Lesson 17, TE p. 225; Lesson 18, TE p. 237; Lesson 19, TE p. 249; Lesson 20, TE p. 261; Lesson 21, TE p. 275; Lesson 22, TE p. 287; Lesson 23, TE p. 299; Lesson 24, TE p. 311; Lesson 25, TE p. 323; Lesson 26, TE p. 337; Lesson 27, TE p. 349; Lesson 28, TE p. 361; Lesson 29, TE p. 373; Lesson 30, TE p. 385

LEVEL K DIGITAL RESOURCES*

Overview

- High-Frequency Words
 - High-Frequency Words
 - Decodable High-Frequency Words
 - Irregular High-Frequency Words

Professional Development

- Professional Development Planning
 - Professional Development Planning Guide and Video Viewing Guides
 - Video Viewer's Guide
 - Session 7 High-Frequency Words—pp. 31–34
- High-Impact Routines by Wiley Blevins
 - Video: High-Frequency Words

continued

*Digital resources available at SadlierConnect.com

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Phonics and Word Recognition

Assessment

- Benchmark Assessments
 - High-Frequency Word Assessment
- Benchmark Assessments Administration & Analysis
 - High-Frequency Word Analysis
- Formative Assessments
 - Reading Observation Form (high-frequency words)
- Assessment Administration Videos
 - Administering the High-Frequency Word Assessment
 - Author Debrief of the the High-Frequency Word Assessment

Differentiation Supports

- Additional Routines
 - Teacher's Guide to High-Frequency Words

Fluency

KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.

LEVEL K STUDENT BOOK/TEACHER'S EDITION Read Connected Text

- Take-Home Books (emergent-level texts)
 - Lesson 1 "My ABC Book," pp. 11-12; Lesson 2 "I Can," pp. 25-26; Lesson 3 "Sam," pp. 39-40; Lesson 4 "Sam Sat," pp. 53-54; Lesson 5 "I Like," pp. 67-68; Lesson 6 "What Is It?" pp. 81-82; Lesson 7 "Big and Little," pp. 93-94; Lesson 8 "Good Cat," pp. 105-106; Lesson 9 "Can It Fit?" pp. 117-118; Lesson 10 "Dan and Dad," pp. 129-130; Lesson 11 "Hats," pp. 143-144; Lesson 12 "What Is This?" pp. 155-156; Lesson 13 "Uh-oh!" pp. 167-168; Lesson 14 "Good or Bad?" pp. 179-180; Lesson 15 "Up and Down," pp. 191-192; Lesson 16 "Run, Kim!" pp. 205-206; Lesson 17 "Ten Little Men," pp. 217-218; Lesson 18 "Where Am I?" pp. 229-230; Lesson 19 "We Will Win!" pp. 241-242; Lesson 20 "Six Boxes," pp. 253-254; Lesson 21 "The Best Vet," pp. 267-268; Lesson 22 "The Bus," pp. 279-280; Lesson 23 "What Will Jan Do?" pp. 291-292; Lesson 24 "Quick, Quick, Quick!" pp. 303-304; Lesson 25 "Yes!" pp. 315-316; Lesson 26 "Zig, Zag, Buzz!" pp. 329-330; Lesson 27 "Lots of Fun," pp. 341-342; Lesson 28 "We Play," pp. 353-354; Lesson 29 "The Hat," pp. 365-366; Lesson 30 "The Bike Ride," pp. 377-378

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Fluency

LEVEL K TEACHER'S EDITION

Read Connected Text

- Take-Home Book
 - Preview and Predict
 - First Read (chorally read aloud)
 - Check Comprehension (demonstrate comprehension)
 - Lesson 1 "My ABC Book," TE p. 12; Lesson 2 "I Can," TE p. 25; Lesson 3 "Sam," TE p. 39; Lesson 4 "Sam Sat," TE p. 53; Lesson 5 "I Like," TE p. 67; Lesson 6 "What Is It?" TE p. 82; Lesson 7 "Big and Little," TE p. 94; Lesson 8 "Good Cat," TE p. 106; Lesson 9 "Can It Fit?" TE p. 118; Lesson 10 "Dan and Dad," TE p. 130; Lesson 11 "Hats," TE p. 144; Lesson 12 "What Is This?" TE p. 156; Lesson 13 "Uh-oh!" TE p. 168; Lesson 14 "Good or Bad?" TE p. 180; Lesson 15 "Up and Down," TE p. 192; Lesson 16 "Run, Kim!" TE p. 206; Lesson 17 "Ten Little Men," TE p. 218; Lesson 18 "Where Am I?" TE p. 230; Lesson 19 "We Will Win!" TE p. 242; Lesson 20 "Six Boxes," TE p. 254; Lesson 21 "The Best Vet," TE p. 268; Lesson 22 "The Bus," TE p. 280; Lesson 23 "What Will Jan Do?" TE p. 292; Lesson 24 "Quick, Quick, Quick!" TE p. 304; Lesson 25 "Yes!" TE p. 316; Lesson 26 "Zig, Zag, Buzz!" TE p. 330; Lesson 27 "Lots of Fun," TE p. 342; Lesson 28 "We Play," TE p. 354; Lesson 29 "The Hat," TE p. 366; Lesson 30 "The Bike Ride," TE p. 378

LEVEL K TEACHER'S EDITION

Independent/Partner Work

- Build Fluency (reread Take-Home Books from previous weeks)
 - Lesson 1, TE pp. 12, 19 (name/sing letters); Lesson 2, TE pp. 25, 33; Lesson 3, TE pp. 39, 47; Lesson 4, TE pp. 53, 61; Lesson 5, TE pp. 67, 75; Lesson 6, TE pp. 82, 89; Lesson 7, TE pp. 94, 101; Lesson 8, TE pp. 106, 113; Lesson 9, TE pp. 118, 125; Lesson 10, TE pp. 130, 137; Lesson 11, TE pp. 144, 151; Lesson 12, TE pp. 156, 163; Lesson 13, TE pp. 168, 175; Lesson 14, TE pp. 180, 187; Lesson 15, TE pp. 192, 199; Lesson 16, TE pp. 206, 213; Lesson 17, TE pp. 218, 225; Lesson 18, TE pp. 230, 237; Lesson 19, TE pp. 242, 249; Lesson 20, TE pp. 254, 261; Lesson 21, TE pp. 268, 275; Lesson 22, TE pp. 280, 287; Lesson 23, TE pp. 292, 299; Lesson 24, TE pp. 304, 311; Lesson 25, TE pp. 316, 323; Lesson 26, TE pp. 330, 337; Lesson 27, TE pp. 342, 349; Lesson 28, TE pp. 354, 361; Lesson 29, TE pp. 366, 373; Lesson 30, TE pp. 378, 385

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Fluency

Independent/Partner Work

- Reread Connected Text
 - Lesson 1, TE p. 13; Lesson 2, TE p. 26; Lesson 3, TE p. 40; Lesson 4, TE p. 54; Lesson 5, TE p. 68; Lesson 6, TE p. 86; Lesson 7, TE p. 98; Lesson 8, TE p. 110; Lesson 9, TE p. 122; Lesson 10, TE p. 134; Lesson 11, TE p. 148; Lesson 12, TE p. 160; Lesson 13, TE p. 172; Lesson 14, TE p. 184; Lesson 15, TE p. 196; Lesson 16, TE p. 210; Lesson 17, TE p. 222; Lesson 18, TE p. 234; Lesson 19, TE p. 246; Lesson 20, TE p. 258; Lesson 21, TE p. 272; Lesson 22, TE p. 284; Lesson 23, TE p. 296; Lesson 24, TE p. 308; Lesson 25, TE p. 320; Lesson 26, TE p. 334; Lesson 27, TE p. 346; Lesson 28, TE p. 358; Lesson 29, TE p. 370; Lesson 30, TE p. 382

Home-School Connection

- Build Fluency (children read Take-Home Book to their families/return book to school to reread in future weeks)—Lesson 1, TE p. 18; Lesson 2, TE p. 32; Lesson 3, TE p. 46; Lesson 4, TE p. 60; Lesson 5, TE p. 74; Lesson 6, TE p. 88; Lesson 7, TE p. 100; Lesson 8, TE p. 112; Lesson 9, TE p. 124; Lesson 10, TE p. 136; Lesson 11, TE p. 150; Lesson 12, TE p. 162; Lesson 13, TE p. 174; Lesson 14, TE p. 186; Lesson 15, TE p. 198; Lesson 16, TE p. 212; Lesson 17, TE p. 224; Lesson 18, TE p. 236; Lesson 19, TE p. 248; Lesson 20, TE p. 260; Lesson 21, TE p. 274; Lesson 22, TE p. 286; Lesson 23, TE p. 298; Lesson 24, TE p. 310; Lesson 25, TE p. 322; Lesson 26, TE p. 336; Lesson 27, TE p. 348; Lesson 28, TE p. 360; Lesson 29, TE p. 372; Lesson 30, TE p. 384

Read Children's Books

Recommended emergent-reader texts/trade books that reinforce newly learned skills.

- Unit 1—TE pp. 7 and 8: *Millions of Cats* by Wanda Gag; *Martha the Movie Mouse* by Arnold Lobel; *The Singing Man* by Angela Shelf Medearis; *Who Took the Farmer's Hat?* by Joan L. Nodser; *Juan Tuza and the Magic Pouch* by Francisco X. Mora
- Unit 2—TE pp. 77 and 78: *Call for Mr. Sniff* by Thomas P. Lewis; *Noisy Nora* by Rosemary Wells; *Kitten Can* by Bruce McMillan; *Four Famished Foxes and Fosdyke* by Pamela Duncan Edwards; *Dad's Dinosaur Day* by Diane Dawson Hearn
- Unit 3—TE pp. 139 and 140: *Fox in Socks* by Dr. Seuss; *Hot Hippo* by Mwenye Hadithi; *Rain* by Robert Kalan; *Bear's Bargain* by Frank Asch; *Lambs for Dinner* by Betsy and Giulio Maestro
- Unit 4—TE pp. 201 and 202: *Kisses* by Alice McLerran; *Hester the Jester* by Ben Shecter; *Go, Dog, Go!* by Phil Eastman; *A Weekend with Wendell* by Kevin Henkes; *Fix It* by David McPhail

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Fluency

- Unit 5—TE pp. 263 and 264: *A Valentine for Ms. Vanilla* by Fred Ehrlich; *The Ugly Duckling retold* by Lilian Moore; *Norma Jean, Jumping Bean* by Joanna Cole; *The Queen's Cat* by Margaret Mahy; *Yellow Ball* by Molly Bang
- Unit 6—TE pp. 325 and 326: *Mrs. Toggles's Zipper* by Robin Pulver; *Drummer Hoff* by Barbara Emberley; *No Fighting, No Biting!* by Else E. Minarik; *The Bravest Flute* by Ann Grifalconi; *Chicken Soup With Rice* by Maurice Sendak

LEVEL K DIGITAL RESOURCES*

Assessment

- Formative Assessments
 - Fluency Assessment Guidance
- Formative Assessments Administration & Analyses
 - Cumulative Assessment—Fluency Check Expectations

Decodable Library

- Consonants (Level K Pre-Decodable Texts/Take-Home Books/Lesson Plans)
- Short Vowels (Levels K Pre-Decodable Texts/Levels K–C Take-Home Books/Lesson Plans)
- Blends (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)
- Consonant Digraphs (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)
- Long Vowels (Level K Take-Home Books/Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- r-Controlled Vowels (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- Complex Vowels and Diphthongs (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)
- Syllable Types (Level B Decodable Passages/Level C Interact with the Text & Decodable Passage/Lesson Plans)

Related content (letter-, word-, and sentence-level fluency)

LEVEL K STUDENT BOOK/TEACHER'S EDITION

Cumulative Review

- Build Fluency—Lesson 2, p. 32; Lesson 3, p. 46; Lesson 4, p. 60; Lesson 5, p. 74; Lesson 6, p. 88; Lesson 7, p. 100; Lesson 8, p. 112; Lesson 9, p. 124; Lesson 10, p. 136; Lesson 11, p. 150; Lesson 12, p. 162; Lesson 13, p. 174; Lesson 14, p. 186; Lesson 5, p. 198; Lesson 16, p. 212; Lesson 17, p. 224; Lesson 18, p. 236; Lesson 19, p. 248; Lesson 20, p. 260; Lesson 21, p. 274; Lesson 22, p. 286; Lesson 23, p. 298; Lesson 24, p. 310; Lesson 25, p. 322; Lesson 26, p. 336; Lesson 27, p. 348; Lesson 28, p. 360; Lesson 29, p. 372; Lesson 30, p. 384

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Fluency

Cumulative Assessment

- Fluency Check—Lesson 1, p. 20; Lesson 2, p. 34; Lesson 3, p. 48; Lesson 4, p. 62; Lesson 5, p. 76; Lesson 6, p. 90; Lesson 7, p. 102; Lesson 8, p. 114; Lesson 9, p. 126; Lesson 10, p. 138; Lesson 11, p. 152; Lesson 12, p. 164; Lesson 13, p. 176; Lesson 14, p. 188; Lesson 15, p. 200; Lesson 16, p. 214; Lesson 17, p. 226; Lesson 18, p. 238; Lesson 19, p. 250; Lesson 20, p. 262; Lesson 21, p. 276; Lesson 22, p. 288; Lesson 23, p. 300; Lesson 24, p. 312; Lesson 25, p. 324; Lesson 26, p. 338; Lesson 27, p. 350; Lesson 28, p. 362; Lesson 29, p. 374; Lesson 30, p. 386

Home-School Connection

- Build Fluency (practice rereading Student Fluency Sentences to build fluency)—Lesson 6, TE p. 88; Lesson 7, TE p. 100; Lesson 8, TE p. 112; Lesson 9, TE p. 124; Lesson 10, TE p. 136; Lesson 11, TE p. 150; Lesson 12, TE p. 162; Lesson 13, TE p. 174; Lesson 14, TE p. 186; Lesson 15, TE p. 198; Lesson 16, TE p. 212; Lesson 17, TE p. 224; Lesson 18, TE p. 236; Lesson 19, TE p. 248; Lesson 20, TE p. 260; Lesson 21, TE p. 274; Lesson 22, TE p. 286; Lesson 23, TE p. 298; Lesson 24, TE p. 310; Lesson 25, TE p. 322; Lesson 26, TE p. 336; Lesson 27, TE p. 348; Lesson 28, TE p. 360; Lesson 29, TE p. 372; Lesson 30, TE p. 384

LEVEL K DIGITAL RESOURCES*

Each Unit

- Each Unit
 - Student and Family Resources
 - Dear Family (letter)
 - Apreciada familia (letter in Spanish)
 - Student Fluency Sentences (Units 2–6)
 - Student Fluency Sentences may be used in class to model fluent reading for students. 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.
 - Each Lesson
 - Cumulative Assessments
 - Fluency Check (each lesson)
 - Student Fluency Report (each unit)

continued

Kindergarten Reading Standards: Foundational Skills | KRF

KINDERGARTEN NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL K / KINDERGARTEN

Fluency

Related content (developing fluency/ability to read with speed, accuracy, and expression)

LEVEL K DIGITAL RESOURCES*

Differentiation Supports

- Additional Routines
 - Teacher's Guide to Fluency
 - What Is Fluency?
 - Supporting Fluency Development—pp. 1-2
 - Phrasing
 - Expression and Intonation
 - Punctuation
 - Rate
 - Accuracy
 - A Note About *Student Fluency Sentences*—p. 3
 - From Fluency to Comprehension: Routines and Minilessons
 - 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
 29. 2-Minute Drills
 30. **Assess Fluency (wcpm)*