

# 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.....	7
Phonics and Word Recognition.....	10
Fluency.....	20

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1a:</b> Follow words from left to right, top to bottom, and page by page.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Print Concepts</b> <b>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> <hr/> <p style="text-align: center;">DIGITAL RESOURCES</p> <p><b>Supporting Instruction of Print Concepts</b> <b>Basic Features of Print</b> (read left to right, top to bottom, page by page/front to back/return sweep to correctly find the next line of text) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, p. 2</p>
<p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1b:</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Phonemic Awareness</b> <b>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> <hr/> <p style="text-align: center;">DIGITAL RESOURCES</p> <p><b>What Are Print Concepts?</b> (connect spoken words with written language/understand the difference between a letter and a word)</p> <p><b>Supporting Instruction of Print Concepts</b> <b>Alphabet Recognition</b> (tell how many letters are in a word) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, p. 1</p>
<p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1c:</b> Understand that words are separated by spaces in print.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Print Concepts</b> <b>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 style="text-align: right;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>RF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1c:</b> Understand that words are separated by spaces in print.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>Supporting Instruction of Print Concepts</b></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, p. 2</p>
<p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1d:</b> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Alphabet</b></p> <p><b>Uppercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 9 <b>Alphabet Recognition: Sing the “Alphabet Song”/Uppercase Letters</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 9</p> <p><b>Lowercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 2, SE/TE pp. 21–22 <b>Alphabet Recognition: Lowercase Letters</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 21 <b>Alphabet Sequence: Lowercase Letters/Letter Sequence</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 22</p> <p><b>Uppercase and Lowercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE pp. 35–36 <b>Alphabet Recognition: Uppercase and Lowercase Letters</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE pp. 35–36</p> <p><b>Match Uppercase and Lowercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 49–50 <b>Alphabet Recognition: Uppercase and Lowercase Letters (A–M)</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 49 <b>Alphabet Recognition: Uppercase and Lowercase Letters (N–Z)</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 50</p> <p><b>Match Uppercase and Lowercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 5, SE/TE pp. 63–64 <b>Alphabet Recognition: Uppercase and Lowercase Letters</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 63</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1d:</b> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Learning Center</b> <b>Alphabet Corner</b> Teacher’s Edition, Unit 1, Lesson 1, TE p. 10 Teacher’s Edition, Unit 1, Lesson 2, TE p. 22</p> <hr/> <p><b>Alphabet: Take-Home Book</b> <b>“My ABC Book”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 11-12 <b>Read Connected Text: Take-Home Book</b> Preview and Predict/First Read (Read Together)/Check Comprehension Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <hr/> <p><b>Cumulative Review</b> <b>Uppercase Letters</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 18</p> <hr/> <p><b>Alphabet Review</b> <b>Identify Lowercase Letters</b> Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 40</p> <hr/> <p><b>Independent/Partner Work</b> <b>Alphabet Review</b> Teacher’s Edition, Unit 1, Lesson 2, SE/TE pp. 28, 30 Teacher’s Edition, Unit 1, Lesson 3, SE/TE pp. 42, 44 Teacher’s Edition, Unit 1, Lesson 5, SE/TE pp. 70, 72 <b>Alphabet Concentration</b> Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 50 <b>Alphabet Match Up</b> Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 58 <b>Alphabet “Go Fish”</b> Teacher’s Edition, Unit 1, Lesson 5, SE/TE p. 64</p> <hr/> <p><b>Alphabet Recognition</b> <b>Review Uppercase Letters</b> Teacher’s Edition, Unit 1, Lesson 2, SE/TE p.26 <b>Match Uppercase and Lowercase Letters</b> Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 54 Teacher’s Edition, Unit 1, Lesson 5, SE/TE pp. 63, 68</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1d:</b> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Related content</i></p> <p><b>Pre-Decodable Text</b></p> <p><b>“ABC for Me”</b> Fluency Booster Practice Book, pp. 65–66 <b>“ABC for Me” Lesson Plan</b> SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 1-5, Lesson 1: Mm, Pre-Decodable Text Lesson Plan</p> <p><b>“Can I?”</b> Fluency Booster Practice Book, pp. 69–70 <b>“Can I?” Lesson Plan</b> SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 1-5, Lesson 2: Short a, Pre-Decodable Text Lesson Plan</p> <p><b>“Look!”</b> Fluency Booster Practice Book, pp. 101–102 <b>“Look!” Lesson Plan</b> SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 6-10, Lesson 10: Dd, Pre-Decodable Text Lesson Plan</p> <hr/> <p><b>Handwriting</b></p> <p><b>Mm: Lowercase and Uppercase Letters</b> Fluency Booster Practice Book, Handwriting, pp. 3–4</p> <p><b>Ee: Lowercase and Uppercase Letters</b> Fluency Booster Practice Book, Handwriting, pp. 35–36</p> <p><b>Jj: Lowercase and Uppercase Letters</b> Fluency Booster Practice Book, Handwriting, pp. 47–48</p> <p><b>Letter Formation Chart</b> Fluency Booster Practice Book, Handwriting, p. 55</p> <p><b>Handwriting Practice</b> Fluency Booster Practice Book, Handwriting, pp. 56–64</p> <hr/> <p style="text-align: center;"><b>INTERACTIVE PRACTICE BUNDLE</b></p> <p><b>Decodable Library</b></p> <p><b>Alphabet: Pre-Decodable Text/Pre-Decodable Take-Home Book</b></p> <p><b>“My ABC Book”/“ABC for Me”</b> SadlierConnect.com, Level K, Decodable Library, Alphabet Recognition, Alphabet, Level K <b>Lesson Plan: “My ABC Book”/“ABC for Me”</b> SadlierConnect.com, Level K, Decodable Library, Alphabet Recognition, Alphabet, Level K</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1d:</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Sound Wall</b>  <b>Vowel Valley: Articulation Videos &amp; Vowel Sound Cards</b>                      SadlierConnect.com, Level K, Sound Wall, Consonants Wall  <b>Consonants Wall: Articulation Videos &amp; Consonant Sound Cards</b>                      SadlierConnect.com, Level K, Sound Wall, Grapheme Wall  <b>Sound Wall Lesson Template</b>                      SadlierConnect.com, Level K, Sound Wall, Sound Wall Lesson Template</p> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>Supporting Instruction of Print Concepts</b>  <b>Alphabet Recognition</b>                      (difference between uppercase and lowercase letters/match a letter to its sound, as well as matching the sound to the correct letter)                      SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher’s Guide to Print Concepts, p. 1</p>
<p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1e:</b> Identify the front cover, back cover, and title page of a book.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Read Connected Text: Take-Home Book</b>  <b>“Hats”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE pp. 143-144  <b>Take-Home Book: Preview and Predict</b>                      (cut out the story and fold it in half to form a booklet/read the title)                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 144  <b>“Good or Bad?”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE pp. 179-180  <b>Take-Home Book: Preview and Predict</b>                      (cut out the story and fold it in half to form a booklet/read the title)                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 180  <b>“Where Am I?”</b>                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE pp. 229-230  <b>Take-Home Book: Preview and Predict</b>                      (cut out the story and fold it in half to form a booklet/read the title)                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 230</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>KRF1e:</b> Identify the front cover, back cover, and title page of a book.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>What Are Print Concepts?</b> (identify the front of a book, the back of a book, and a page within a book) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher’s Guide to Print Concepts, p. 1</p> <p><b>Supporting Instruction of Print Concepts</b></p> <p><b>Basic Features of Print</b> (show students where the title, author’s name, and illustrator’s name appear) SadlierConnect.com, Level K, Differentiation Supports, Additional Routines, Teacher’s Guide to Print Concepts, p. 2</p>

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p><b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>KRF2a:</b> Recognize and produce spoken rhyming words.</p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p><b>Recognize Rhyme</b> Teacher’s Edition, Unit 1, Lesson 1, TE pp. 9, 19 Teacher’s Edition, Unit 1, Lesson 2, TE pp. 21, 33 Teacher’s Edition, Unit 1, Lesson 4, TE p. 56 Teacher’s Edition, Unit 2, Lesson 6, TE pp. 81, 84 Teacher’s Edition, Unit 2, Lesson 7, TE pp. 93, 96</p> <p><b>Recognize and Produce Rhyme</b> Teacher’s Edition, Unit 2, Lesson 8, TE pp. 105, 108 Teacher’s Edition, Unit 2, Lesson 9, TE pp. 117, 120 Teacher’s Edition, Unit 3, Lesson 12, TE pp. 155, 158 Teacher’s Edition, Unit 4, Lesson 16, TE p. 208</p> <p><b>Recognize and Produce Rhyme and Alliteration</b> Teacher’s Edition, Unit 5, Lesson 23, TE p. 299 Teacher’s Edition, Unit 6, Lesson 26, TE p. 337</p> <hr/> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>Modeling the Tasks</b></p> <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>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p><b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>KRF2b:</b> Blend and segment syllables in spoken words.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Phonemic Awareness</b></p> <p><b>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>Blend Syllables</b> Teacher's Edition, Unit 1, Lesson 1, TE p. 14 Teacher's Edition, Unit 1, Lesson 2, TE p. 30 Teacher's Edition, Unit 1, Lesson 4, TE p. 61</p> <p><b>Clap and Count Syllables</b> Teacher's Edition, Unit 1, Lesson 5, TE pp. 72, 75</p> <p><b>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><b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>KRF2c:</b> Blend and segment onsets and rimes of spoken words.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Phonemic Awareness</b></p> <p><b>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> <hr/> <p style="text-align: center;">DIGITAL RESOURCES</p> <p><b>Modeling the Tasks</b></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>
<p><b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>KRF2d:</b> Blend and segment individual sounds (phonemes) in spoken one-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Phonemic Awareness</b></p> <p><b>Isolate Beginning Sounds</b> Teacher's Edition, Unit 1, Lesson 3, TE p. 42 Teacher's Edition, Unit 1, Lesson 4, TE pp. 49, 58</p> <p style="text-align: right;"><i>continued</i></p>



## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>KRF2d:</b> Blend and segment individual sounds (phonemes) in spoken one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Phonemic Awareness</b> (<i>cont.</i>)</p> <p><b>Isolate Beginning and Ending Sounds</b> Teacher’s Edition, Unit 1, Lesson 5, TE p. 70 Teacher’s Edition, Unit 2, Lesson 6, TE p. 86 Teacher’s Edition, Unit 2, Lesson 7, TE p. 98</p> <p><b>Isolate Beginning, Medial, and Ending Sounds</b> Teacher’s Edition, Unit 2, Lesson 8, TE p. 110 Teacher’s Edition, Unit 2, Lesson 9, TE p. 125 Teacher’s Edition, Unit 2, Lesson 10, TE p. 137</p> <p><b>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 4, Lesson 19, TE p. 239</p> <p><b>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>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> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>Modeling the Tasks</b></p> <p><b>Oral Blending Routine (Sound by Sound)</b> SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 5</p> <p><b>Oral Segmentation Routine (Sound by Sound)</b> SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, pp. 6–7</p>
<p><b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>KRF2e:</b> Create new words by manipulating the phonemes orally in one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p><b>Phonemic Manipulation: Add Sounds and Syllables</b> Teacher’s Edition, Unit 6, Lesson 27, TE pp. 344, 346 Teacher’s Edition, Unit 6, Lesson 28, TE pp. 356, 358 Teacher’s Edition, Unit 6, Lesson 29, TE pp. 368, 370 Teacher’s Edition, Unit 6, Lesson 30, TE pp. 380, 382</p> <p><b>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> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>KRF2e:</b> Create new words by manipulating the phonemes orally in one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>Modeling the Tasks</b></p> <p><b>Phonemic Manipulation Routine (Substitution)</b> SadlierConnect.com, Level K, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 10</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>

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3a:</b> Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <p><b>Mm</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 14 <b>Introduce Sound-Spelling: Learn and Say/Say It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 14</p> <p><b>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>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>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> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3a:</b> Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Learning Center</b></p> <p><b>Man in the Moon</b> Teacher’s Edition, Unit 1, Lesson 1, TE p. 15</p> <p><b>Hh Around the Classroom</b> Teacher’s Edition, Unit 3, Lesson 11, TE p. 142</p> <p><b>Bb Concentration</b> Teacher’s Edition, Unit 3, Lesson 14, TE p. 178</p> <p><b>Gg Tic-Tac-Toe</b> Teacher’s Edition, Unit 4, Lesson 18, TE p. 228</p> <hr/> <p><b>Read Connected Text</b></p> <p><b>“My ABC Book”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 11–12 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 12</p> <p><b>“Hats”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 11, SE/TE pp. 143–144 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 144</p> <p><b>“Good or Bad?”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE pp. 179–180 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 180</p> <p><b>“Where Am I?”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE pp. 229–230 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 230</p> <hr/> <p><b>Handwriting</b></p> <p><b>Trace and Write</b> (say letter name and sound when tracing each letter)</p> <p>Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 16</p> <p>Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 95</p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE p. 181</p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 231</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3a:</b> Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>INTERACTIVE PRACTICE BUNDLE</b></p> <p><b>Decodable Library</b></p> <p><b>Pre-Decodable Take-Home Books: “Sam”/“Sam Can See”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, s, t, p, Level K–s <b>Lesson Plan: “Sam”/“Sam Can See”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, s, t, p, Level K–s</p> <p><b>Decodable Take-Home Books: “Hats”/“My Hat”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, h, r, b, l, Level K–h <b>Lesson Plan: “Hats”/“My Hat”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, h, r, b, l, Level K–h</p> <p><b>Decodable Take-Home Books: “Run, Kim”/“Kim”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, k, g, w, x, Level K–k <b>Lesson Plan: “Run, Kim”/“Kim”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, k, g, w, x, Level K–k</p> <p><b>Sound Wall</b></p> <p><b>Consonants Wall: Articulation Videos &amp; Consonant Sound Cards</b> SadlierConnect.com, Level K, Sound Wall, Grapheme Wall</p> <p><b>Sound Wall Lesson Template</b> SadlierConnect.com, Level K, Sound Wall, Sound Wall Lesson Template</p> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>ABC Express</b></p> <p><b>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 style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3a:</b> Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>ABC Express (cont.)</b></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>
<p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3b:</b> Decode short vowel sounds with common spellings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <p><b>Short i</b> (it, sit, pin, tip) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 91</p> <p><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>Short o</b> (mop, hot, dot) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 153</p> <p><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>Short e</b> (men, ten met, red) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 17, SE/TE p. 215</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 17, TE p. 215</p> <hr/> <p><b>Read Connected Text: Take-Home Book</b></p> <p><b>"Big and Little"</b> (it, is, big, dog, pin) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE pp. 93-94</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3b:</b> Decode short vowel sounds with common spellings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Take-Home Book (cont.)</b></p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 94</p> <p><b>“What Is This?”</b> (pop, hop, hot, log) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE pp. 155–156</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 156</p> <p><b>“Ten Little Men”</b> (ten, men, beds, bell) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE pp. 217–218</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 218</p> <hr/> <p><b>Sound Sort</b> (sort words according to the short vowel sound)</p> <p><b>Sort It Out (Short a/Short i)</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 98</p> <p><b>Sort It Out: Closed Sort/Check and Discuss</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE pp. 98–99</p> <p><b>Sort It Out (Short a/Short o)</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 160</p> <p><b>Sort It Out: Closed Sort/Check and Discuss</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE pp. 160–161</p> <p><b>Sort It Out (Short e/Short i)</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 222</p> <p><b>Sort It Out: Closed Sort/Check and Discuss</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE pp. 222–223</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3b:</b> Decode short vowel sounds with common spellings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Decodable Text</b></p> <p><b>“The Little Cat and the Big Cat”</b> (is, it, sits) Fluency Booster Practice Book, Lesson 12, pp. 109–110 <b>“Fill the Bins” Lesson Plan</b> SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 6–10, Pre-Decodable Text Lesson Plan, Lesson 7: Short i</p> <p><b>“Not Hot”</b> (hot, Mom, not, top) Fluency Booster Practice Book, Lesson 12, pp. 109–110 <b>“Fill the Bins” Lesson Plan</b> SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 11–15, Decodable Text Lesson Plan, Lesson 12: Short o</p> <p><b>“What Can They Make?”</b> (bed, Ed, mess, Nell) Fluency Booster Practice Book, Lesson 17, pp. 129–130 <b>“What Can They Make?” Lesson Plan</b> SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 16–20, Decodable Text Lesson Plan, Lesson 17: Short e</p> <p style="text-align: center;"><b>INTERACTIVE PRACTICE BUNDLE</b></p> <p><b>Decodable Library</b></p> <p><b>“What Is This?”/“Not Hot”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short o, Level K <b>Lesson Plan: “What Is This?”/“Not Hot”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short o, Level K</p> <p><b>“Ten Little Men”/“What Can They Make?”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short e, Level K <b>Lesson Plan: “Ten Little Men”/“What Can They Make?”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short e, Level K</p> <p><b>“The Bus”/“The Little Cub”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short Vowel Review, Level K <b>Lesson Plan: “The Bus”/“The Little Cub”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short Vowel Review, Level K</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>KRF3b:</b> Decode short vowel sounds with common spellings.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Sound Wall</b> <b>Vowel Valley: Articulation Videos &amp; Vowel Sound Cards</b> SadlierConnect.com, Level K, Sound Wall, Consonants Wall <b>Sound Wall Lesson Template</b> SadlierConnect.com, Level K, Sound Wall, Sound Wall Lesson Template</p>
<p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>KRF3c:</b> Decode some regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p><b>Introduction</b></p> <p><b>Nn</b> (man, pan, tan) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 79 <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>Short i</b> (sit, pin, tip) 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>Bb</b> (bat, bit, rob) 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> <hr/> <p><b>Read Connected Text: Take-Home Book</b></p> <p><b>"What Is It?"</b> (man, pan) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE pp. 81-82 <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 82</p> <p><b>"Big and Little"</b> (it, big, dog, pin) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE pp. 93-94 <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 94</p> <p style="text-align: center;"><i>continued</i></p>



## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3c:</b> Decode some regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Take-Home Book</b> (<i>cont.</i>)</p> <p><b>“Good or Bad?”</b> (bats, bed, bad) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 14, SE/TE pp. 179–180</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 14, TE p. 180</p> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p><b>Decodable Text</b></p> <p><b>“Fill the Bins”</b> (Bill, fill) Fluency Booster Practice Book, Lesson 15, pp. 121–122 <b>“Fill the Bins” Lesson Plan</b> SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 11–15, Decodable Text Lesson Plan, Lesson 15: LI</p> <p><b>“Ned and Hal”</b> (big, did, fell, fox, got, log) Fluency Booster Practice Book, Lesson 27, pp. 169–170 <b>“Ned and Hal” Lesson Plan</b> SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 26–30, Decodable Text Lesson Plan, Lesson 27: Short Vowel Review</p> <p><b>“Come with Me”</b> (hi, me, we) Fluency Booster Practice Book, Lesson 28, pp. 173–174 <b>“Come with Me” Lesson Plan</b> 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> <hr/> <p style="text-align: center;">INTERACTIVE PRACTICE BUNDLE</p> <p><b>Decodable Library</b></p> <p><b>Decodable Take-Home Books: “Hats”/“My Hat”</b> (has, hat, his/hat, has hid) SadlierConnect.com, Level K, Decodable Library, Consonants, h, r, b, l, Level K–h <b>Lesson Plan: “Hats”/“My Hat”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, h, r, b, l, Level K–h</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3c:</b> Decode some regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Library</b> (<i>cont.</i>)</p> <p><b>Decodable Take-Home Books: “Run, Kim”/“Kim”</b> (kick, Kim, kiss/Kim, sack, socks) SadlierConnect.com, Level K, Decodable Library, Consonants, k, g, w, x, Level K–k</p> <p><b>Lesson Plan: “Run, Kim”/“Kim”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, k, g, w, x, Level K–k</p> <p><b>Decodable Take-Home Books: “Ten Little Men”/“What Can They Make?”</b> (beds, bell, men, ten/bed, mess, Tess) SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short e, Level K</p> <p><b>Lesson Plan: “I Can”/“Can I?”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short e, Level K</p>
<p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3d:</b> Read common high-frequency words by sight.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>High-Frequency Words</b></p> <p><b>Read-Spell-Write</b> (on, the) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 52 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE pp. 52–53</p> <p><b>Read-Spell-Write</b> (yes, no) 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</p> <p><b>Read-Spell-Write</b> (they, make) 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</p> <p><b>Read-Spell-Write</b> (said, that) 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 style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3d:</b> Read common high-frequency words by sight.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text</b></p> <p><b>“Sam Sat”</b> (on, the) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 53–54 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE pp. 53–54</p> <p><b>“Can It Fit?”</b> (yes, no) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE pp. 117–118 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 118</p> <p><b>“Ten Little Men”</b> (make, they) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE pp. 217–218 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 218</p> <p><b>“What Will Jan Do?”</b> (said, that) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 23, SE/TE pp. 291–292 <b>Read Connected Text: Take-Home Book</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 23, TE p. 292</p> <hr/> <p style="text-align: center;"><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Decodable Text</b></p> <p><b>“Jack and Jill”</b> (said, that, the) Fluency Booster Practice Book, Lesson 23, pp. 153–154 <b>“Jack and Jill” Lesson Plan</b> SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 21–25, Decodable Text Lesson Plan, Lesson 23: Jj</p> <p><b>“Ned and Hal”</b> (said, up, was, too) Fluency Booster Practice Book, Lesson 27, pp. 169–170 <b>“Ned and Hal” Lesson Plan</b> SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 26–30, Decodable Text Lesson Plan, Lesson 27: Short Vowel Review</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>KRF3d:</b> Read common high-frequency words by sight.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Text</b> (<i>cont.</i>)</p> <p><b>“Come with Me”</b> (we, you, come, play, with, some) Fluency Booster Practice Book, Lesson 28, pp. 173-174</p> <p><b>“Come with Me” Lesson Plan</b> 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> <hr/> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>High-Frequency Word List</b></p> <p><b>Level K</b> SadlierConnect.com, Level K, Overview, High-Frequency Words</p> <hr/> <p><b>Decodable High-Frequency Words</b> (listed by Phonics Skill, Simple Words, Complex Words, and Multisyllabic Words) SadlierConnect.com, Level K, Overview, High-Frequency Words</p> <hr/> <p><b>Irregular High-Frequency Words</b> (grouped alphabetically) SadlierConnect.com, Level K, Overview, High-Frequency Words</p>

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p><b>KRF4:</b> Will engage with emergent level texts and read-alouds to demonstrate comprehension.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Read Connected Text: Take-Home Book</b></p> <p><b>“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</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 11, TE p. 144</p> <p><b>“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</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 218</p> <p style="text-align: center;"><i>continued</i></p>

**Kindergarten Grade Reading Standards: Foundational Skills | KRF**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF4:</b> Will engage with emergent level texts and read-alouds to demonstrate comprehension.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Take-Home Book (cont.)</b>  <b>“The Bus”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE pp. 279–280  <b>Read Connected Text: Take-Home Book</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 280</p> <p><b>Independent/Partner Work</b>  <b>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</b>  <b>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</b>  <b>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 style="text-align: center;"><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><b>Decodable Text</b>  <b>“Buzz, Buzz, Buzz!”</b>                      Fluency Booster Practice Book, Lesson 26, pp. 165–166  <b>“Buzz, Buzz, Buzz!” Lesson Plan</b>                      After Reading: Fluency Plan                      SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 26–30, Decodable Text Lesson Plan, Lesson 26: Zz</p> <p><b>“Ned and Hal”</b>                      Fluency Booster Practice Book, Lesson 27, pp. 169–170  <b>“Ned and Hal” Lesson Plan</b>                      After Reading: Fluency Plan                      SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Lessons 26–30, Decodable Text Lesson Plan, Lesson 27: Short Vowel Review</p> <p style="text-align: center;"><i>continued</i></p>

## Kindergarten Grade Reading Standards: Foundational Skills | KRF

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF4:</b> Will engage with emergent level texts and read-alouds to demonstrate comprehension.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Decodable Text</b> (<i>cont.</i>)</p> <p><b>“Come with Me”</b> Fluency Booster Practice Book, Lesson 28, pp. 173-174 <b>“Come with Me” Lesson Plan</b> After Reading: 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>Fluency Practice</b> (includes Progress Check/record up to five readings) <b>Fluency Practice 1</b> <b>Fluency Practice 2</b> <b>Fluency Practice 3</b> <b>Fluency Practice Review 1</b> <b>Fluency Practice 4</b> <b>Fluency Practice 5</b> <b>Fluency Practice 6</b> <b>Fluency Practice Review 2</b> Fluency Booster Practice Book, pp. 185-192 SadlierConnect.com, Level K, Fluency Booster Teacher’s Component, Fluency Practice</p> <p style="text-align: center;"><b>INTERACTIVE PRACTICE BUNDLE</b></p> <p><b>Decodable Library</b></p> <p><b>Pre-Decodable Take-Home Books: “Sam”/“Sam Can See”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, s, t, p, Level K—s <b>Lesson Plan: “Sam”/“Sam Can See”</b> SadlierConnect.com, Level K, Decodable Library, Consonants, s, t, p, Level K—s</p> <p><b>Decodable Take-Home Books: “I Can”/“Can I?”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short a, Level K <b>Lesson Plan: “I Can”/“Can I?”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short a, Level K</p> <p><b>Decodable Take-Home Books: “Ten Little Men”/“What Can They Make?”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short e, Level K <b>Lesson Plan: “I Can”/“Can I?”</b> SadlierConnect.com, Level K, Decodable Library, Short Vowels, Short e, Level K</p> <p style="text-align: center;"><i>continued</i></p>

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### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>KRF4:</b> Will engage with emergent level texts and read-alouds to demonstrate comprehension.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>DIGITAL RESOURCES</b></p> <p><b>Teacher’s Guide to Fluency</b> <b>Supporting Fluency Development</b> Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level K, Differentiation Supports, Additional Routines</p> <hr/> <p><b>Student Fluency Sentences</b> (build fluency through frequent, repeated readings of sentences containing words with previously taught skills) SadlierConnect.com, Level K, Unit 2, Student and Family Resources SadlierConnect.com, Level K, Unit 4, Student and Family Resources SadlierConnect.com, Level K, Unit 6, Student and Family Resources</p> <hr/> <p><b>Build Fluency</b> <b>Speed Drill</b> (timed reading/practice with a partner) SadlierConnect.com, Level K, Unit 2, Student and Family Resources, Unit 2 Speed Drill SadlierConnect.com, Level K, Unit 4, Student and Family Resources, Unit 4 Speed Drill SadlierConnect.com, Level K, Unit 6, Student and Family Resources, Unit 6 Speed Drill</p>