

From Phonics to Reading

Correlation to the North Carolina Standard Course of Study for English Language Arts (2017)

Grade K



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Reading Standards for Foundational Skills

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>TEACHER'S EDITION Print Concepts Understanding How Sentences Work Use sentences from the lesson Take-Home Book to review reading sentences from left to right. <i>For example:</i> <i>Have partners take turns using a finger to show how they follow words from left to right, top to bottom, and page by page to read the book. (TE p. 95)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 83 • Unit 2, Lesson 7, TE pp. 94–95 • Unit 2, Lesson 9, TE p. 119 <p>TE DIGITAL RESOURCES* Assessment Formative Assessments Print Concepts Assessment Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print. What Can You Do with the Assessment Results? Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps. Differentiation Supports Additional Routines Teacher's Guide to Print Concepts What Are Print Concepts? Supporting Instruction of Print Concepts Basic Features of Print Tell students that books are read from left to right, top to bottom, and page by page from front to back.</p>
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p style="text-align: right;"><i>continued</i></p>	<p>TEACHER'S EDITION Print Concepts Identify Words in Spoken Sentences Use sentences from the lesson Take-Home Book to review proper sentence construction. <i>For example:</i> <i>Tell children that you will say a sentence. They will repeat the sentence and count the words they hear. Say: The sentence is "I can sing." Repeat, holding up a finger for each word: I, can, sing. The sentence "I can sing" has three words. Have children say and count the words in these sentences: We like school. Do you like cats? I like cats and dogs. Have children say sentences for you to count the number of words. (TE p. 24)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 24 • Unit 1, Lesson 4, TE p. 52 • Unit 1, Lesson 5, TE p. 66 <p>TE DIGITAL RESOURCES* Assessment Formative Assessments Print Concepts Assessment Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print.</p> <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p style="text-align: center;"><i>continued</i></p> <p>What Can You Do with the Assessment Results? Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p>Differentiation Supports Additional Routines Teacher’s Guide to Print Concepts What Are Print Concepts? Beginning readers need to connect spoken words with written language. Discuss the difference between a letter and a word.</p> <ul style="list-style-type: none"> • Page 1
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print.</p>	<p><u>TEACHER’S EDITION</u> Print Concepts Understanding How Sentences Work Use sentences from the story to introduce the features of a sentence. <i>For example:</i> <i>Write the sentence on the board: I can run. Call on children to read the sentence and count the words. Guide children to understand that the words are separated by spaces. (TE p. 26)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 26 • Unit 1, Lesson 3, TE p. 40 • Unit 1, Lesson 5, TE p. 68 <p><u>TE DIGITAL RESOURCES*</u> Assessment Formative Assessments Print Concepts Assessment Use the Observation Checklist and Prompts to formally assess each child’s mastery of the basic features of print.</p> <p>What Can You Do with the Assessment Results? Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p>Differentiation Supports Additional Routines Teacher’s Guide to Print Concepts What Are Print Concepts? Supporting Instruction of Print Concepts Words and Spaces To help students make sense of all the print on a page, young children need instruction to help them see that words are separated by spaces.</p>
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Alphabet Uppercase Letters</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE pp. 9–10 <p>Take-Home Book: My ABC Book</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE pp. 11–12 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE pp. 21-22 <p>Uppercase and Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE pp. 35-36 <p>Match Uppercase and Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE pp. 49-50 Unit 1, Lesson 5, SE/TE pp. 63-64 <p>Cumulative Review</p> <p>Uppercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 18 <p><u>TEACHER'S EDITION</u></p> <p>Alphabet Recognition</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 11 Unit 1, Lesson 2, TE p. 26 Unit 1, Lesson 4, TE p. 54 <p>Teacher Table: Assessment</p> <p>Letter-Name and Letter-Sound Assessments</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 20 <p>Learning Center</p> <p>Alphabet Corner</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 22 <p>Alphabet Review</p> <p>Identify Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 40 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Assessment</p> <p>Formative Assessments</p> <p>Print Concepts Assessment</p> <p>Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print.</p> <p>What Can You Do with the Assessment Results?</p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p>

Handwriting

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p>RF.K.2 Print upper- and lowercase letters.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Handwriting</p> <p>Trace and Write</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 16 Unit 2, Lesson 7, SE/TE p. 95 Unit 4, Lesson 18, SE/TE p. 231 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.K.2 Print upper- and lowercase letters.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Building Trace, Write, and Build</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 29 • Unit 3, Lesson 11, SE/TE p. 147 • Unit 5, Lesson 24, SE/TE p. 307 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Assessment Formative Assessments Letter Formation Assessment</p> <p>Differentiation Supports Additional Routines Letter Formation Cards Letter Formation Chart</p> <p>Letter Formation Instruction</p> <ul style="list-style-type: none"> • Pencil Grip, p. 1 • Posture, p. 2 • Spacing, p. 3 • Strokes, p. 3 • General Tips, p. 4 • Letter Formation Guide, pp. 5–8 • Level K (Kindergarten) Handwriting Scope and Sequence, pp. 9–11 <p>Letter Formation Practice</p> <ul style="list-style-type: none"> • Print Letters: Aa, Bb, Cc, p. 215 • Print Letters: Dd, Ee, Ff, p. 216 • Print Letters: Gg, Hh, Ii, p. 217 • Print Letters: Jj, Kk, Ll, p. 218 • Print Letters: Mm, Nn, Oo, p. 219 • Print Letters: Pp, Qq, Rr, p. 220 • Print Letters: Ss, Tt, Uu, p. 221 • Print Letters: Vv, Ww, Xx, p. 222 • Print Letters: Yy, Zz, p. 223 • Print Letters: My Name, p. 224 <p>Each Unit/Lesson Instructional Resources Letter Cards Large Letter Cards</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Handwriting For each two-page activity, children trace then write the lowercase letter in isolation several times before writing it multiple times in a word. Next, they trace then write the uppercase letter several times before tracing and writing a sentence with the letter.</p> <p>Lowercase and Uppercase Letters Mm, Aa, Ss, Tt, Pp</p> <ul style="list-style-type: none"> • Page 3–12 <p>Nn, Ii, Cc, Ff, Dd</p> <ul style="list-style-type: none"> • Pages 13–22 <p style="text-align: center;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.2 Print upper- and lowercase letters.</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Hh, Oo, Rr, Bb, Ll • Pages 23–32 • Kk, Ee, Gg, Ww, Xx • Pages 33–42 • Vv, Uu, Jj, Qq, Yy, Zz • Pages 43–54 • Letter Formation Chart • Page 55 • Handwriting Practice • Pages 56–64

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p style="text-align: right;"><i>continued</i></p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Recognize Rhyme</p> <p><i>For example:</i> Remind children that rhyming words end with the same sounds. Say: Listen to these words: <i>sit, pin, pit</i>. Which two words rhyme? <i>Emphasize why the words rhyme. /s/ /it/, sit. /p/ /it/, pit. Sit and pit rhyme because they both end in /it/. Continue with these word sets:</i> tip, sip, man pot, can, fan mop, sun, top see, tea, say cap, met, let big, tag, fig (TE p. 93)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 93 <p>Recognize and Produce Rhyme</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE p. 158 • Unit 4, Lesson 16, TE p. 208 <p>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p>Five Basic Types of Activities</p> <ul style="list-style-type: none"> • Activity Type 1: Rhyme and Alliteration <ul style="list-style-type: none"> • Rhyme, p. 3 • Activity Type 2: Oddity Tasks (phoneme categorization) <ul style="list-style-type: none"> • Rhyme <p>Modeling the Tasks</p> <p>Rhyme Routine</p> <p>Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Page 4 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Professional Development Instructional Guides Instructional Routines Booklet Routine 7: Phonemic Awareness: Rhyme Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Page 17
<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <p>Clap Syllables</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 11 • Unit 1, Lesson 2, TE p. 28 <p>Clap and Count Syllables</p> <p><i>For example:</i> <i>Say cut and haircut, and have children repeat them. Ask: Which word is longer, cut or haircut? That's right. The word haircut is longer. Say cut, then say and clap the syllable. The word cut has one syllable. Repeat for haircut. Have children say and clap the syllables after you. Then have them say and clap the syllables in these words.</i> <i>toe tiptoe ball baseball</i> <i>cow cowboy soccer kick kicker</i> (TE p. 93)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 72 • Unit 1, Lesson 5, TE p. 75 <p>Blend Syllables</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 14 • Unit 1, Lesson 2, TE p. 30 <p>Oral Blending</p> <ul style="list-style-type: none"> • Unit 2, Lesson 10, TE p. 127 • Unit 3, Lesson 11, TE p. 141 • Unit 3, Lesson 15, TE p. 191 <p>Oral Segmentation</p> <ul style="list-style-type: none"> • Unit 2, Lesson 10, TE p. 129 • Unit 3, Lesson 11, TE p. 143 • Unit 3, Lesson 14, TE p. 179 <p>Phonemic Manipulation: Delete Syllables Children clap to segment syllables.</p> <ul style="list-style-type: none"> • Unit 6, Lesson 27, TE p. 349 • Unit 6, Lesson 28, TE p. 361 <p>Professional Development Instructional Guides Instructional Routines Booklet Routine 8: Phonemic Awareness: Oral Blending Routine 9: Phonemic Awareness: Oral Segmentation Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Pages 18–19

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonological Awareness

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<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TEACHER'S EDITION <i>Phonemic Awareness</i> Oral Segmentation <i>For example:</i> <i>Tell children they will be segmenting, or breaking apart, words. Say the words below, one at a time. Ask children to segment each word in the first row by beginning sound and the rest of the word (onset and rime). Ask them to segment each word in the second row sound-by-sound (phoneme), then count the number of sounds.</i> <i>(onset/rime) did Dan mad dash</i> <i>(phoneme) he do if add</i> <i>(TE p. 132</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 10, TE pp. 129, 132 • Unit 3, Lesson 13, TE pp. 167, 170 • Unit 3, Lesson 14, TE pp. 179, 182 <p>TE DIGITAL RESOURCES* <i>Overview</i> Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities Activity Type 3: Oral Blending 2. Onset and rime Activity Type 4: Oral Segmentation (including counting sounds) 2. Onset and rime Modeling the Tasks Oral Blending Routine (Onset/Rime) Oral Segmentation Routine (Onset/Rime) Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports. • Pages 8–9</p>
<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p style="text-align: right;"><i>continued</i></p>	<p>TEACHER'S EDITION <i>Phonemic Awareness</i> Isolate Beginning Sounds • Unit 1, Lesson 3, TE p. 42 • Unit 1, Lesson 4, TE p. 58 Isolate Beginning and Ending Sounds • Unit 1, Lesson 5, TE p. 70 • Unit 2, Lesson 7, TE p. 98 • Unit 5, Lesson 24, TE p. 311 Isolate Beginning, Medial, and Ending Sounds <i>For example:</i> <i>Tell children you will say a word. They will say the sound they hear at the beginning, in the middle, or at the end of the word. Provide corrective feedback.</i> <i>(beginning) it kit fit sock</i> <i>(middle) kick rip map lock</i> <i>(end) hill job pack sad</i> <i>(TE p. 210)</i> • Unit 2, Lesson 8, TE p. 110 <p style="text-align: right;"><i>continued</i></p> </p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 172 Unit 4, Lesson 16, TE p. 210 <p>Isolate Medial Sounds</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 225 Unit 4, Lesson 18, TE p. 237 <p>Teacher Table: Intervention</p> <p>Say and Write</p> <p>Have children isolate and say beginning sounds for three-phoneme words.</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 17 Unit 1, Lesson 2, TE p. 31 <p>Distinguish Initial and Final Consonant Sounds</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 119 Unit 2, Lesson 10, TE p. 131 <p>Word Study/Morphology:</p> <p>Distinguish Initial and Final Consonant Sounds</p> <p><i>For example:</i></p> <p>Say: Listen to this word: fit. The beginning sound is /f/ and the ending sound is /t/, /ffitt/. Explain that being able to hear the beginning and ending sounds in words will help children spell words accurately. Then say tan. Ask: Is /n/ the beginning or ending sound in tan? Continue with the words cap, fan, mat, and sick. Provide corrective feedback by stretching out the sounds with children. (TE p. 119)</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 119 Unit 2, Lesson 10, TE p. 131
<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Phonemic Manipulation: Add Sounds</p> <p><i>For example:</i></p> <p>Tell children that you want them to add a sound to the beginning of a word to make a new word. Model with it and /s/: /s/. . . it, sit. The word is sit. Continue with these words and sounds.</p> <p>up, /k/ ox, /t/ end, /b/ inch, /p/</p> <p>(TE p. 344)</p> <ul style="list-style-type: none"> Unit 6, Lesson 27, TE p. 344 <p>Phonemic Manipulation: Add Sounds</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, TE p. 356 Unit 6, Lesson 29, TE p. 368 <p>Phonemic Manipulation: Substitute Sounds</p> <p><i>For example:</i></p> <p>Say the word go. Tell children to replace the /g/ sound with /n/. Ask: What's the new word? Model: /nnōōō/, no. Have children replace the initial sound in these words.</p> <p>be, /w/ at, /i/ cape, /t/ take, /b/ late, /g/</p> <p>(TE p. 373)</p> <ul style="list-style-type: none"> Unit 6, Lesson 29, TE p. 373 Unit 6, Lesson 30, TE p. 385 <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview</p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p>Five Basic Types of Activities</p> <p>Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)</p> <p>Modeling the Tasks</p> <p>Phonemic Manipulation Routine (Substitution)</p> <p>Phonemic Manipulation Routine (Addition)</p> <p>Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Pages 10–11 <p>Professional Development</p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p>Routine 10: Phonemic Awareness: Phoneme Manipulation (Substitution)</p> <p>Routine 11: Phonemic Awareness: Phoneme Manipulation (Addition)</p> <p>Routine 12: Phonemic Awareness: Phoneme Manipulation (Deletion)</p> <p>Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Pages 21–23

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction</p> <p>Learn and Blend/Blend It</p> <p>Hh</p> <ul style="list-style-type: none"> • Unit 3, Lesson 11, SE/TE p. 141 <p>Bb</p> <ul style="list-style-type: none"> • Unit 3, Lesson 14, SE/TE p. 177 <p>Gg</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 227 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
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<i>continued</i>	<i>continued</i>
<p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>Handwriting Trace and Write Children say letter name and sound when tracing each letter. <i>For example:</i> <i>Have children trace and then write li. Remind children to say the letter’s name and sound each time they trace or write it. This will accelerate their mastery of the letter-sound connection. (TE p. 95)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 95 • Unit 3, Lesson 14, SE/TE p. 181 • Unit 4, Lesson 18, SE/TE p. 231 <p>TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Hh</p> <ul style="list-style-type: none"> • Unit 3, Lesson 11, TE p. 141 <p>Bb</p> <ul style="list-style-type: none"> • Unit 3, Lesson 14, TE p. 177 <p>Gg</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, TE p. 227 <p>TE DIGITAL RESOURCES* Differentiation Supports ABC Express Student Resources/Instructional Resources ABC Express Lesson 4: Add on Skills Ff, Hh ABC Express Lesson 7: Add on Skills Rr, Gg ABC Express Lesson 9: Add on Skills Jj, Kk</p>
<p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It</p> <p>Short e</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, SE/TE p. 215 <p>Short u</p> <ul style="list-style-type: none"> • Unit 5, Lesson 22, SE/TE p. 277 <p>Long Vowels (e, i, o)</p> <ul style="list-style-type: none"> • Unit 6, Lesson 28, SE/TE p. 351 <p>Dictation Think and Write</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, SE p. 220/TE pp. 220–221, 223 • Unit 5, Lesson 22, SE p. 282/TE pp. 282–283, 285 • Unit 6, Lesson 28, SE p. 356/TE pp. 356–357, 359 <p>Sound Sort Sort It Out Children sort the words to show those that have short a and those that do not.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 30 <p>Children that they will now sort the words according to the short vowel sound: /a/ or /i/.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 98
<i>continued</i>	<i>continued</i>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort Sort It Out Sort words in the box according to long vowel sound or short vowel sound. <i>For example:</i> <i>Guide children to understand that when a word has one vowel, and it is at the end, the vowel sound is usually long. When a word has one vowel followed by a consonant, the vowel sound is short. Point out that this letter-sound awareness will help them in spelling and reading long vowel words. (TE p. 359)</i></p> <ul style="list-style-type: none"> Unit 6, Lesson 28, SE/TE p. 358 <p>Independent Practice Read and Write <i>For example:</i> <i>Have children select and write the the word that has the long vowel sound. Use the page as an informal assessment of children’s developing ability to read and write single letter long vowel words.(TE p. 359)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 Unit 4, Lesson 17, SE/TE p. 223 Unit 6, Lesson 28, SE/TE p. 359 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 32 Unit 4, Lesson 17, SE/TE p. 224 Unit 6, Lesson 28, SE/TE p. 360 <p><u>TEACHER’S EDITION</u> Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Short e</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 215 <p>Short u</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, TE p. 277 <p>Long Vowels (e, i, o)</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, TE p. 351 <p><u>TE DIGITAL RESOURCES*</u> Assessment Benchmark (PDF) Benchmark Assessments Phonics Quick Check Benchmark Assessments Administration & Analyses Phonics Quick Check Administration & Analyses</p>
<p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> High-Frequency Words Read-Spell-Write</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, SE/TE p. 216 Unit 5, Lesson 22, SE/TE p. 278 Unit 6, Lesson 28, SE/TE p. 352 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TEACHER’S EDITION</u> High-Frequency Words Review/Extend</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE pp. 217, 220, 225 Unit 5, Lesson 22, TE pp. 279, 282, 287 Unit 6, Lesson 28, TE pp. 353, 356, 361 <p><u>TE DIGITAL RESOURCES*</u> Overview High-Frequency Words Decodable Text Word Analyses Professional Development Instructional Guides</p> <ul style="list-style-type: none"> Instructional Routines Booklet Routine 2: High-Frequency Words, p. 4 Routine 2: Teacher Alerts and Principal Look-Fors, p. 5 Routine 2: High-Frequency Words Program Sample, p. 8 <p>Assessment Benchmark (Interactive) Benchmark Assessments High-Frequency Word Assessment Benchmark PDF Benchmark Assessments High-Frequency Word Assessments High-Frequency Word Administration & Analyses Differentiation Supports Additional Routines</p> <ul style="list-style-type: none"> Teacher’s Guide to High-Frequency Words What Are High-Frequency Words? Supporting Instruction of High-Frequency Words Use the Read/Spell/Write/Extend Routine Use Flashcards Build a Log of Cumulative Sentences Play <i>What’s Missing?</i> Play <i>Mix and Fix It</i>
<p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introduction Learn and Blend/Blend It</p> <p>Tt Children identify sounds of letters that differ in similarly spelled words, including <i>mat/sat</i>.</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 51 <p>Hh Children identify sounds of letters that differ in similarly spelled words, including <i>his/hit, fan/can</i>.</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE/TEp. 141 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><i>continued</i></p> <p>Gg Children identify sounds of letters that differ in similarly spelled words, including <i>leg/beg, big/pig, bag/rag</i>. • Unit 4, Lesson 18, SE/TE p. 227</p> <p>TEACHER'S EDITION <i>Introduce Sound-Spelling</i> Learn and Blend/Blend It</p> <p>Tt Children identify sounds of letters that differ in similarly spelled words, including <i>mat/sat</i>. • Unit 1, Lesson 4, TE p. 51</p> <p>Hh Children identify sounds of letters that differ in similarly spelled words, including <i>his/hit, fan/can</i>. • Unit 3, Lesson 11, TE p. 141</p> <p>Gg Children identify sounds of letters that differ in similarly spelled words, including <i>leg/beg, big/pig, bag/rag</i>. • Unit 2, Lesson 8, TE p. 109</p> <p><i>Related content</i></p> <p><i>Phonemic Awareness</i> Recognize and Produce Rhyme <i>For example:</i> <i>Say three words: kiss, miss, jam. Ask: Which two words rhyme? Yes, /k/ /is/, kiss; /m/ /is/, miss. Kiss and miss rhyme because they both end in /is/. Then ask children to name other words that rhyme with kiss and miss.</i> <i>Continue with these word sets.</i> <i>kid, hat, lid pass, kit, bit kick, sick, bus</i> <i>dip, dim, Kim back, book, pack lock, sock, lot</i> <i>(TE p. 208)</i> • Unit 3, Lesson 12, TE p. 158 • Unit 4, Lesson 16, TE p. 208</p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS

RF.K.5 Read emergent-reader texts with purpose and understanding.

STUDENT EDITION/TEACHER'S EDITION

Read Connected Text

Take-Home Book

Children read emergent-reader texts with purpose and understanding.

For example:

Preview and Predict *Read the title. Have children repeat. Describe the picture on the first page using key words to frontload vocabulary. Ask children to tell what they think the text is about and why, noting details in the picture and title.*

Check Comprehension *Ask questions about the text. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers.*

- Why does Bill go up the hill? Point to the words that tell you. What will Bill fill the pail with? How do you know?

- Why isn't there any water in the pail when Bill runs back down the hill? Point to details in the picture that show what happens.

- Why do you think Bill's dog follows him when he goes back up the hill with his pail?

- What could Bill do so that the water doesn't spill out this time? (TE p. 192)

Lesson 15: LI

"Up and Down"

- Unit 3, Lesson 15, SE/TE pp. 191-192

Lesson 22: Short u

"The Bus"

- Unit 5, Lesson 22, SE/TE pp. 279-280

Lesson 27: Short Vowel Review

"Lots of Fun"

- Unit 6, Lesson 27, SE/TE pp. 341-342

TE DIGITAL RESOURCES*

Units 1-6

Lessons 1-30: Instructional Resources: Take-Home Book Lesson Plan

Each Decodable Text Lesson Plan provides additional After Reading comprehension questions that help children read with purpose and demonstrate understanding.

Unit 3, Lesson 15: LI

"Up and Down" Lesson Plan

- Unit 3, Lesson 15, SE/TE pp. 191-192

Unit 5, Lesson 22: Short u

"The Bus" Lesson Plan

- Unit 5, Lesson 22, SE/TE pp. 279-280

Unit 6, Lesson 27: Short Vowel Review

"Lots of Fun" Lesson Plan

- Unit 6, Lesson 27, SE/TE pp. 341-342

continued

continued

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.K.5 Read emergent-reader texts with purpose and understanding.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 15: Ll “Fill the Bins” <ul style="list-style-type: none"> • Take-Home Book, pp. 121–122 • Comprehension and Vocabulary, p. 123 • Writing, p. 124 </p> <p>Lesson 22: Short u “The Little Cub” <ul style="list-style-type: none"> • Take-Home Book, pp. 149–150 • Comprehension and Vocabulary, p. 151 • Writing, p. 152 </p> <p>Lesson 27: Short Vowel Review “What a Pair!” <ul style="list-style-type: none"> • Take-Home Book, pp. 169–170 • Comprehension and Vocabulary, p. 171 • Writing, p. 172 </p> <p>FLUENCY BOOSTER TEACHER’S COMPONENT* Lessons 1–30 Decodable Text Lesson Plan Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson 15: Ll “Fill the Bins” Lesson Plan</p> <p>Lesson 22: Short u “The Little Cub” Lesson Plan</p> <p>Lesson 27: Short Vowel Review “What a Pair!” Lesson Plan</p> <p style="text-align: right;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, KINDERGARTEN – EXAMPLE CITATIONS
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<i>continued</i>	<i>continued</i>
RF.K.5 Read emergent-reader texts with purpose and understanding.	<p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>CONSONANTS/H, R, B, L</p> <ul style="list-style-type: none"> Level K (I) <p>“Up and Down”</p> <p>Take-Home Book and Lesson Plan</p> <p>SHORT VOWELS/SHORT U</p> <ul style="list-style-type: none"> Level K <p>“The Bus”</p> <p>Take-Home Book and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> Level K <p>“Ned and Hal”</p> <p>Take-Home Book and Lesson Plan</p>