

From Phonics to Reading

Correlation to the Louisiana Student Standards for
English Language Arts

Grade K



Key Aligned Content

Reading: Foundational Skills

Key Aligned Content

READING: FOUNDATIONAL SKILLS	
Kindergarten ELA Standards	From Phonics to Reading, Level K
Print Concepts	
<p>LASS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p>	
<p>LASS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p>	<p>TEACHER'S EDITION 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>Related content Dictation</p> <ul style="list-style-type: none"> Think and Write (read/segment words left to right)—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>LASS.ELA-LITERACY.L.RF..B Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> About Me (use letters of the alphabet to write words)—TE p. 13
<p>LASS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.</p>	<p>TEACHER'S EDITION 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>LASS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> My ABC Book (uppercase letters)—pp. 11–12 About Me (name begins with uppercase letters)—p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> Trace and Write (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> Uppercase Letters—p. 18 <p>Alphabet</p> <ul style="list-style-type: none"> Lowercase Letters—p. 21 Uppercase and Lowercase Letters—pp. 35–36 Match Uppercase and Lowercase Letters—pp. 49–50, 63–64. <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER'S EDITION</p> <p>Alphabet Recognition</p> <ul style="list-style-type: none"> • 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 <p>Learning Center</p> <ul style="list-style-type: none"> • Alphabet Corner—TE pp. 10, 22 <p>Read Connected Text (My ABC Book)</p> <ul style="list-style-type: none"> • First Read (Read Together)—TE p. 12 <p>Print Concepts (My ABC Book)</p> <ul style="list-style-type: none"> • About Me—TE p. 13 <p>Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters)—TE pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Uppercase Letters—TE p. 18 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Alphabet Review—TE pp. 30, 44, 72 • Alphabet Concentration—TE p. 50 • Alphabet Match Up—TE p. 58 • Alphabet “Go Fish!”—TE p. 64 <p>Alphabet Review</p> <ul style="list-style-type: none"> • Identify Lowercase Letters—TE p. 40
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Phonological Awareness	
LASS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
LASS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Recognize Rhyme—TE pp. 9, 19, 21, 33, 56, 81, 84, 93, 96 • Recognize and Produce Rhyme—TE pp. 105, 108, 117, 120, 155, 158, 194, 208, 258, 261, 275, 287 • Recognize and Produce Rhyme and Alliteration—TE pp. 291, 337

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<p>LASS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Clap Syllables—TE pp. 11, 28 • 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>LASS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182
<p>LASS.ELA-LITERACY.RF.K.2.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>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Isolate Beginning Sounds—TE p. 42, 49, 58 • Isolate Beginning and Ending Sounds—TE p. 70, 86, 89, 98, 101 • Isolate Beginning, Medial, and Ending Sounds—TE pp. 110, 113, 122, 125, 134, 137, 148, 151, 160, 163, 172, 175, 184, 187, 196, 199, 210, 213, 225, 311, 320, 323 • Isolate Medial Sounds—TE pp. 225, 237
<p>LASS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Substitute Sounds—TE pp. 373, 385

Phonics and Word Recognition

<p>LASS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>LASS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 1 Lesson 4</p> <ul style="list-style-type: none"> • Page 51 Learn and Blend/Blend It • Page 52 Cumulative Quick Check • Page 55 Handwriting • Page 57 Dictation • Page 58-59 Sound Sort and Dictation • Page 62 Cumulative Assessment <p><i>Continued</i></p> <p>Unit 4 Lesson 18</p> <ul style="list-style-type: none"> • Page 227 Learn and Blend/Blend It • Page 229 Cumulative Quick Check <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Page 231 Handwriting • Page 233 Dictation • Page 234-235 Sound Sort and Dictation • Page 238 Cumulative Assessment <p>Digital Resources</p> <p>Sound Wall</p> <ul style="list-style-type: none"> • Consonant Wall • Grapheme Wall
<p>LASS.ELA-LITERACY.RF.K.3.B</p> <p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</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 • 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
<p>LASS.ELA-LITERACY.RF.K.3.C</p> <p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write— • Lesson 2 (I, can), p. 24-25; • Lesson 3 (see, a), p. 38-39; • Lesson 4 (the, on), p. 52-53; • Lesson 5 (like, to), p. 66-67; • Lesson 6 (is, it), p. 80-81; • Lesson 7 (big, little), p. 92-93; • Lesson 8 (my, good), p. 104-105; • Lesson 9 (yes, no), p. 116-117; • Lesson 10 (look, he), p. 128-129; • Lesson 11 (do, you), p. 142-143; • Lesson 12 (what, this), p. 154-155; • Lesson 13 (and, under), p. 166-167; • Lesson 14 (or, are), p. 178-179; • Lesson 15 (up, down), p. 190-191; • Lesson 16 (she, her), p. 204-205; • Lesson 17 (make, they), p. 216-217; • Lesson 18 (where, with), p. 228-229; • Lesson 19 (we, play), p. 240-241; • Lesson 20 (one, have), p. 252-253; • Lesson 21 (go, hurt), p. 266-267; • Lesson 22 (day, of), p. 278-279; • Lesson 23 (said, that), p. 290-291; • Lesson 24 (there, out), p. 302-303; • Lesson 25 (all, read), p. 314-315; • Lesson 26 (for, finds), p. 328-329; • Lesson 27 (was, too), p. 340-341; • Lesson 28 (come, some), p. 352-353; • Lesson 29 (your, very), p. 364-365; • Lesson 30 (use, blue), p. 376-377

<p>LASS.ELA-LITERACY.RF.K.3.D</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> Listen and Spell—pp. 42-43, 56-57, 70-71, 84-85, 96-97, 108-109, 120-121, 132-133, 146-147, 158-159, 170-171, 182-183, 194-195, 208-209, 220-221, 232-233, 244-245, 256-257, 270-271, 282-283, 294-295, 306-307, 318-319, 332-333, 344-345, 356-357, 368-369, 380-381 <p>TEACHER'S EDITION Teacher Table: Intervention</p> <p>Think and Write—TE pp. 85, 97, 109, 121, 133, 147, 159, 171, 183, 195, 357</p>
<p>Fluency</p>	
<p>LASS.ELA-LITERACY.RF.K.4</p> <p>Read emergent-reader texts with purpose and understanding.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Books—"My ABC Book," pp. 11–12, "I Can," pp. 25–26, "Sam," pp. 39–40, "Sam Sat," pp. 53–54, "I Like," pp. 67–68, "What Is It?," pp. 81–82, "Big and Little," pp. 93–94, "Good Cat," pp. 105–106, "Can It Fit?," pp. 117–118, "Dan and Dad," pp. 129–130, "Hats," pp. 143–144, "What Is This?," pp. 155–156, "Uh-oh!," pp. 167–168, "Good or Bad?," pp. 179–180, "Up and Down," pp. 191–192, "Up and Down," pp. 205–206, "Ten Little Men," pp. 217–218, "Where Am I?," pp. 229–230, "We Will Win!," pp. 241–242, "Six Boxes," pp. 253–254, "The Best Vet," pp. 267–268, "The Bus," pp. 279–280, "What Will Jan Do?," pp. 291–292, "Quick, Quick, Quick!," pp. 303–304, "Yes!," pp. 315–316, "Zig, Zag, Buzz!," pp. 329–330, "Lots of Fun," pp. 341–342, "We Play," pp. 353–354, "The Hat," pp. 365–366, "The Bike Ride," pp. 377–378 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (ask and answer questions about the text)—TE pp. 12, 25, 39, 53, 67, 82, 94, 106, 118, 130, 144, 156, 168, 180, 192, 206, 218, 230, 242, 254, 268, 280, 292, 304, 316, 330, 342, 354, 366, 378 <p>Digital Resources Unit, Lesson</p> <ul style="list-style-type: none"> Instructional Resources <ul style="list-style-type: none"> Lesson Plan for Connected Text