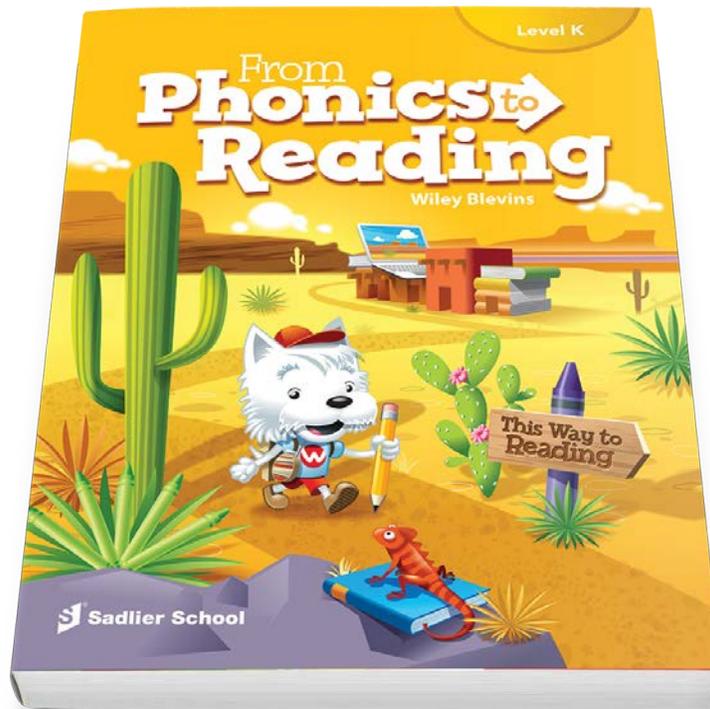


From Phonics to Reading

Correlation to the ELA Missouri Learning Standards:
Grade-Level Expectations

Kindergarten



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READING FOUNDATIONS (RF)

Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.RF.1.A.a Develop print awareness in the reading process by:</p> <p>a. identifying all upper- and lower-case letters</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 1 SHORT A</p> <p><i>Lesson 1 Target Skill: Mm</i></p> <p>Alphabet: Uppercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Alphabet Recognition</p> <p>Sing the “Alphabet Song”</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 9 <p>Alphabet Sequence</p> <p>Letter Sequence</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 10 <p>Learning Center</p> <p>Alphabet Corner</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 10 <p>Read Connected Text</p> <p>“My ABC Book”</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE pp. 11-12 <p>Teacher Table Intervention</p> <p>Informal Assessment</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 11 <p>Alphabet Recognition</p> <p>Review/Extend</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 11 <p>Independent/Partner Work</p> <p>Build Fluency (sing/name letters in order)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 12 <p>Reread Connected Text (circle difficult letters/review)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 13 <p>Alphabet: About Me (write name/draw picture)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 13 <p>Cumulative Review: Uppercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 18 <p><i>Lesson 2 Target Skill: Short a</i></p> <p>Alphabet: Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 21 <p>Alphabet Recognition</p> <p>Cumulative Quick Check (sing the “Alphabet Song”)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 21 <p style="text-align: right;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.1.A.a Develop print awareness in the reading process by:</p> <p>a. identifying all upper- and lower-case letters</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Alphabet Sequence Lowercase Letters • Unit 1, Lesson 2, SE/TE p. 22</p> <p>Learning Center Alphabet Corner • Unit 1, Lesson 2, TE p. 22</p> <p><i>Lesson 3 Target Skill: Ss</i></p> <p>Alphabet: Uppercase and Lowercase Letters • Unit 1, Lesson 3, SE/TE pp. 35–36</p> <p>Alphabet Review (sing the “Alphabet Song”) Identify Lowercase Letters • Unit 1, Lesson 3, TE p. 40</p> <p>Independent/Partner Work Alphabet Review • Unit 1, Lesson 3, TE p. 44</p> <p><i>Lesson 4 Target Skill: Tt</i></p> <p>Alphabet: Match Uppercase and Lowercase Letters • Unit 1, Lesson 4, SE/TE pp. 49–50</p> <p>Teacher Table Intervention Informal Assessment (use cards with matching letter pairs) • Unit 1, Lesson 4, TE p. 49</p> <p>Independent/Partner Work Alphabet Concentration • Unit 1, Lesson 4, TE p. 50</p> <p>Alphabet Recognition Match Uppercase and Lowercase Letters • Unit 1, Lesson 4, TE p. 54</p> <p>Independent/Partner Work Alphabet Match Up • Unit 1, Lesson 4, TE p. 58</p> <p><i>Lesson 5 Target Skill: Pp</i></p> <p>Alphabet: Match Uppercase and Lowercase Letters • Unit 1, Lesson 5, SE/TE pp. 63–64</p> <p>Teacher Table Intervention Informal Assessment (use cards with matching letter pairs) • Unit 1, Lesson 5, TE p. 63</p> <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.1.A.a Develop print awareness in the reading process by:</p> <p>a. identifying all upper- and lower-case letters</p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent/Partner Work Alphabet “Go Fish” • Unit 1, Lesson 5, TE p. 64</p> <p>Alphabet Recognition Match Uppercase and Lowercase Letters • Unit 1, Lesson 5, TE p. 68</p> <p>Independent/Partner Work Alphabet Review • Unit 1, Lesson 5, TE pp. 70, 72</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i> (pre-decodable text) “ABC for Me” • Fluency Booster Practice Book, Lesson 1, pp. 67–68</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library: Alphabet Recognition</i> Alphabet</p> <p>LEVEL K (pre-decodable text) “My ABC Book” “ABC for Me”</p> <p><i>Interactive Instruction and Practice</i></p> <ul style="list-style-type: none"> Sort It Each Lesson <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i></p> <p>Uppercase Letter-Name Assessment • Benchmark (Interactive), Benchmark Assessments</p> <p>Lowercase Letter-Name Assessment • Benchmark (Interactive), Benchmark Assessments</p> <p>Letter-Sound Assessment • Benchmark (Interactive), Benchmark Assessments</p> <p>Letter-Name and Letter-Sound Assessments • Benchmark (PDF), Benchmark Assessments</p> <p><i>Differentiation Supports</i></p> <p>Supporting Instruction of Print Concepts Alphabet Recognition • Additional Routines, Teacher’s Guide to Print Concepts, p. 1</p>



READING FOUNDATIONS (RF)

Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.RF.1.A.b Develop print awareness in the reading process by:</p> <p>b. sequencing the letters of the alphabet</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>UNIT 1 SHORT A</p> <p><i>Lesson 1 Target Skill: Mm</i> Alphabet Sequence Letter Sequence</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 10 <p>Independent/Partner Work Build Fluency (sing/name letters in order)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 12 <p><i>Lesson 2 Target Skill: Short a</i> Alphabet Sequence Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 22 <p><i>Lesson 3 Target Skill: Ss</i> Alphabet: Uppercase and Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE pp. 35–36 <p><i>Lesson 4 Target Skill: Tt</i> Alphabet: Match Uppercase and Lowercase Letters</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE pp. 49–50
<p>K.RF.1.A.c Develop print awareness in the reading process by:</p> <p>c. demonstrating that books are read left to right, top to bottom</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Print Concepts Understanding How Sentences Work (read left to right, left-to-right progression/return sweep, top to bottom of page, page by page to read the book)</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>OTHER DIGITAL RESOURCES*</p> <p><i>Differentiation Supports</i> Teacher's Guide to Print Concepts Basic Features of Print (read left to right, top to bottom, page by page/return sweep to correctly find the next line of text)</p> <ul style="list-style-type: none"> Additional Routines, Supporting Instruction of Print Concepts, p. 2

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READING FOUNDATIONS (RF)

Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.RF.1.A.d Develop print awareness in the reading process by:</p> <p>d. demonstrating that written words are made up of different letters</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Print Concepts About Me (we use the letters of the alphabet to write words)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 83 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Differentiation Supports</i></p> <p>Supporting Instruction of Print Concepts Words and Spaces (the difference between a single letter and a word made up of more than one letter)</p> <ul style="list-style-type: none"> Additional Routines, Teacher's Guide to Print Concepts, p. 2
<p>K.RF.1.A.e Develop print awareness in the reading process by:</p> <p>e. knowing that a sentence is comprised of a group of words separated by spaces</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Print Concepts Understanding How Sentences Work (use spaces between words in a sentence to know where one word ends and another begins)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 26 Unit 1, Lesson 3, TE p. 40 Unit 1, Lesson 4, TE p. 54 Unit 1, Lesson 5, TE p. 68 Unit 2, Lesson 9, TE p. 119 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Differentiation Supports</i></p> <p>Teacher's Guide to Print Concepts Words and Spaces (strategies for helping young children see that words in sentences are separated by spaces)</p> <ul style="list-style-type: none"> Additional Routines, Supporting Instruction of Print Concepts, p. 2
<p>K.RF.1.A.f Develop print awareness in the reading process by:</p> <p>f. demonstrating one-to-one correspondence between spoken words and written words</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Read Connected Text (children point to each word as they read it)</p> <p>"Sam Sat"</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE pp. 53-54 <p>"I Like"</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE pp. 67-68 <p>"Big and Little"</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE pp. 93-94 <p style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<i>continued</i>	<i>continued</i>
K.RF.1.A.f Develop print awareness in the reading process by: f. demonstrating one-to-one correspondence between spoken words and written words	Phonemic Awareness Identify Words in Spoken Sentences (demonstrate one-to-one correspondence/count the number of words in a sentence) <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 17 • Unit 1, Lesson 2, TE p. 24 • Unit 1, Lesson 3, TE p. 38 • Unit 1, Lesson 4, TE p. 52 • Unit 1, Lesson 5, TE p. 66

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
K.RF.2.A.a Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words	<div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">STUDENT EDITION/TEACHER'S EDITION</div> Read Connected Text (paragraph models) “Off on a Trip” <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 42 “Block Party!” <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE p. 45/TE pp. 45–46 “Lion and Mouse” <ul style="list-style-type: none"> • Unit 3, Lesson 17, SE/TE p. 176 “At the Stable” <ul style="list-style-type: none"> • Unit 3, Lesson 17, SE p. 179/TE pp. 179–180 “Mission to Mars” <ul style="list-style-type: none"> • Unit 6, Lesson 30, SE/TE p. 312 “Creature Features” <ul style="list-style-type: none"> • Unit 6, Lesson 30, SE p. 315/TE pp. 315–316 Phonemic Awareness Recognize Rhyme and Produce Rhyme <ul style="list-style-type: none"> • Unit 2, Lesson 8, TE pp. 105, 108 • Unit 2, Lesson 9, TE pp. 117, 120 • Unit 3, Lesson 12, TE pp. 155, 158 • Unit 4, Lesson 16, TE p. 208
<i>continued</i>	<i>continued</i>

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READING FOUNDATIONS (RF)

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2.A.a Develop phonemic awareness in the reading process by:</p> <ol style="list-style-type: none"> a. identifying sounds in spoken words 	<p style="text-align: center;"><i>continued</i></p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Oddity Tasks (Phoneme Categorization)</p> <ol style="list-style-type: none"> 2. Beginning Consonants (“Which two words begin with the same sound?”) 3. Ending Consonants (“Which two words end with the same sound?”) 4. Medial Sounds (long vowels—e.g., “Which word does not have the same middle sound?”) 5. Medial Sounds (short vowels—e.g., “Which two words have the same middle sound?”) 6. Medial Sounds (consonants, as in words like <i>kitten</i> or <i>lesson</i>) <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 3 <p>Rhyme Routine (recognize and produce rhyming words)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 4 <p><i>Assessment</i></p> <p>Phonemic Awareness Assessment</p> <p>Part 3: Initial Sounds</p> <p>Part 4: Final Sounds</p> <p>Part 5: Medial Sounds</p> <ul style="list-style-type: none"> • Benchmark (PDF), Benchmark Assessments
<p>K.RF.2.A.b Develop phonemic awareness in the reading process by:</p> <ol style="list-style-type: none"> b. producing rhymes in response to spoken words <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <p>Recognize Rhyme</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE pp. 9, 19 • Unit 1, Lesson 2, TE pp. 21, 33 • Unit 1, Lesson 4, TE p. 56 • Unit 2, Lesson 6, TE pp. 81, 84 • Unit 2, Lesson 7, TE pp. 93, 96 <p>Recognize Rhyme and Produce Rhyme</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8, TE pp. 105, 108 • Unit 2, Lesson 9, TE pp. 117, 120 • Unit 3, Lesson 12, TE pp. 155, 158 • Unit 4, Lesson 16, TE p. 208 <p style="text-align: center;"><i>continued</i></p>



READING FOUNDATIONS (RF)

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2.A.b Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> b. producing rhymes in response to spoken words 	<p style="text-align: center;"><i>continued</i></p> <p>Recognize and Produce Rhyme and Alliteration</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 299 • Unit 6, Lesson 26, TE p. 337 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Rhyme and Alliteration</p> <p>1. Rhyme (identify rhyming words, then progress to generating rhyming words)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 2 <p>Rhyme Routine (recognize and produce rhyming words)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 4 <p><i>Assessment</i></p> <p>Phonemic Awareness Assessment</p> <p>Part 1: Rhyme</p> <ul style="list-style-type: none"> • Benchmark (PDF), Benchmark Assessments
<p>K.RF.2.A.c Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Recognize Rhyme</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE pp. 9, 19 • Unit 1, Lesson 2, TE pp. 21, 33 • Unit 1, Lesson 4, TE p. 56 • Unit 2, Lesson 6, TE pp. 81, 84 • Unit 2, Lesson 7, TE pp. 93, 96 <p>Recognize Rhyme and Produce Rhyme</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8, TE pp. 105, 108 • Unit 2, Lesson 9, TE pp. 117, 120 • Unit 3, Lesson 12, TE pp. 155, 158 • Unit 4, Lesson 16, TE p. 208 <p>Recognize and Produce Rhyme and Alliteration</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 299 • Unit 6, Lesson 26, TE p. 337 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2.A.c Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs 	<p style="text-align: center;"><i>continued</i></p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Rhyme and Alliteration</p> <p>1. Rhyme (identify rhyming words, then progress to generating rhyming words)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 2 <p>Oddity Tasks (phoneme categorization)</p> <p>1. Rhyme (“Which word does not rhyme—<i>sat</i>, <i>mat</i>, or <i>pan</i>?”)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 3 <p>Rhyme Routine (recognize and produce rhyming words)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 4 <p><i>Assessment</i></p> <p>Phonemic Awareness Assessment</p> <p>Part 1: Rhyme</p> <ul style="list-style-type: none"> • Benchmark (PDF), Benchmark Assessments
<p>K.RF.2.A.d Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound 	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <p>Recognize and Produce Rhyme and Alliteration</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 299 • Unit 6, Lesson 26, TE p. 337 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Rhyme and Alliteration</p> <p>2. Alliteration (say aloud a sentence containing words that mostly begin with the same sound, as in “Six seals sell sandwiches at the seashore,” and have students identify the repeated sound)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 2

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READING FOUNDATIONS (RF)

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.RF.2.A.e Develop phonemic awareness in the reading process by:</p> <p>e. blending spoken onsets and rimes to form simple words</p>	<p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Oral Blending</p> <p>2. Onset and Rime (Say the onset and rime in a word and have students put the sounds together, as in “/s/ . . . at.”)</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 3 <p>Oral Blending Routine (Onset/Rime)</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 8 <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Phonemic Awareness: Oral Segmentation</p> <p>Onsets and Rimes</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, TE pp. 129, 132 Unit 3, Lesson 11, TE pp. 143, 146 Unit 3, Lesson 13, TE pp. 167, 170 Unit 3, Lesson 14, TE pp. 179, 182 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Oral Segmentation</p> <p>2. Onset and Rime (Say a word by onset and rime.)</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 3 <p>Oral Segmentation Routine (Onset/Rime)</p> <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 9
<p>K.RF.2.A.f Develop phonemic awareness in the reading process by:</p> <p>f. blending spoken phonemes to form one-syllable words</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <p>Oral Blending (blending, or putting together, sounds to make one-syllable words)</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 style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2.A.f Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> f. blending spoken phonemes to form one-syllable words 	<p style="text-align: center;"><i>continued</i></p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Oral Blending</p> <p>3. Phoneme by Phoneme (Say a word sound by sound and have students string together the sounds, as in “/s/ . . . /a/ . . . /t/.”)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 3 <p>Oral Blending Routine (Sound by Sound)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 5 <p><i>Assessment</i></p> <p>Phonemic Awareness Assessment</p> <p>Part 7: Blending</p> <ul style="list-style-type: none"> • Benchmark (PDF), Benchmark Assessments
<p>K.RF.2.A.g Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> g. isolating the initial, medial, and final sounds in spoken words <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <p>Isolate Beginning Sounds</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 42 • Unit 1, Lesson 4, TE p. 58 <p>Isolate Beginning and Ending Sounds</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 70 • Unit 2, Lesson 7, TE p. 98 • Unit 5, Lesson 24, TE p. 311 <p>Isolate Beginning, Medial, and Ending Sounds</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8, TE p. 110 • 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 (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 style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2.A.g Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> g. isolating the initial, medial, and final sounds in spoken words 	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology 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>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i> Phonemic Awareness Assessment Part 3: Initial Sounds Part 4: Final Sounds Part 5: Medial Sounds</p> <ul style="list-style-type: none"> • Benchmark (PDF), Benchmark Assessment
<p>K.RF.2.A.h Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> h. segmenting spoken words into two or three phonemes <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Phonemic Awareness 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 • Unit 5, Lesson 25, TE p. 315 • Unit 6, Lesson 26, TE p. 332 <p>Dictation Think and Write (model segmenting the word sound by sound)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, TE p. 59 • Unit 4, Lesson 6, TE p. 67 • Unit 5, Lesson 25, TE p. 319 • Unit 6, Lesson 30, TE p. 381 <p>Teacher Table Intervention Think and Write (orally segment the word)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, TE p. 59 • Unit 4, Lesson 6, TE p. 67 • Unit 5, Lesson 25, TE p. 319 • Unit 6, Lesson 30, TE p. 381 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i> Oral Segmentation (including counting sounds) 3. Phoneme by Phoneme (Say a word sound by sound and/or count sounds.)”</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 3 <p style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.2.A.h Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> h. segmenting spoken words into two or three phonemes 	<p style="text-align: center;"><i>continued</i></p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Oral Segmentation (including counting sounds)</p> <p>3. Phoneme by Phoneme (Say a word sound by sound and/or count sounds.)”</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Five Basic Types of Activities, p. 3 <p>Oral Segmentation Routine (Sound by Sound)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 6 <p><i>Assessment</i></p> <p>Phonemic Awareness Assessment</p> <p>Part 6: Segmentation</p> <ul style="list-style-type: none"> • Benchmark (PDF), Benchmark Assessments

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.RF.3.A.a Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 1 SHORT A</p> <p><i>Lesson 2 Target Skill: Short a</i></p> <p>High-Frequency Words: Read-Spell-Write</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 24 <p>Handwriting: Trace and Write</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 27 <p>Dictation: Think and Write</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 28 <p>Word Building: Trace, Write, and Build</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 29 <p>Independent Practice: Say and Write</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 31 <p>Cumulative Review: Build Fluency</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 32 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.3.A.a Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>UNIT 3 SHORT O</p> <p><i>Lesson 13 Target Skill: Rr</i></p> <p>High-Frequency Words: Read-Spell-Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 166 <p>Handwriting: Trace and Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 169 <p>Dictation: Think and Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 170 <p>Word Building: Trace, Write, and Build</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 171 <p>Independent Practice: Read and Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 173 <p>Cumulative Review: Build Fluency</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 174 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 175 <p>UNIT 5 SHORT U</p> <p><i>Lesson 23 Target Skill: Jj</i></p> <p>High-Frequency Words: Read-Spell-Write</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 290 <p>Handwriting: Trace and Write</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 293 <p>Dictation: Think and Write</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 294 <p>Word Building: Trace, Write, and Build</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 295 <p>Independent Practice: Read and Write</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 297 <p>Cumulative Review: Build Fluency</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 298 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 299 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>Handwriting Lessons Lowercase and Uppercase Letters Handwriting: Aa</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, pp. 5–6 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.3.A.a Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds 	<p style="text-align: center;"><i>continued</i></p> <p>Handwriting: Rr</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, pp. 27–28 <p>Handwriting: Jj</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, pp. 47–48 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Sound Wall</i></p> <p>Vowel Valley Articulation Videos & Vowel Sound Cards</p> <p>Consonants Wall Articulation Videos & Consonant Sound Cards</p> <p>Sound Wall Lesson Template Step One: Introduce Sound Card Step Two: Focus on Articulation Step Three: Connect to Letter/Spellings Step Four: Connect to Sound-Spelling Card</p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i></p> <p>Phonics Quick Check</p> <ul style="list-style-type: none"> • Benchmark (PDF)
<p>K.RF.3.A.b Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> b. reading high-frequency words <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>High-Frequency Words: Read-Spell-Write</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, SE/TE p. 116 • Unit 4, Lesson 17, SE/TE p. 216 • Unit 5, Lesson 23, SE/TE p. 290 <p>Cumulative Review Build Fluency (review high-frequency words)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, SE/TE p. 124 • Unit 4, Lesson 17, SE/TE p. 224 • Unit 5, Lesson 23, SE/TE p. 298 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>High-Frequency Words High-Frequency Word List: Level K Irregular High-Frequency Words</p> <p><i>Assessment</i></p> <p>High-Frequency Word Assessment</p> <ul style="list-style-type: none"> • Benchmark (Interactive), Benchmark Assessments <p style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.3.A.b Develop phonics in the reading process by: b. reading high-frequency words</p>	<p style="text-align: center;"><i>continued</i></p> <p>High-Frequency Word Assessments</p> <ul style="list-style-type: none"> Benchmark (PDF), Benchmark Assessments <p><i>Differentiation Supports</i></p> <p>Teacher’s Guide to High-Frequency Words</p> <ul style="list-style-type: none"> Additional Routines
<p>K.RF.3.A.c Develop phonics in the reading process by: c. blending letter sounds to decode simple words</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>UNIT 2 SHORT I <i>Lesson 7 Target Skill: Short i</i> Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 91 <p>UNIT 4 SHORT E <i>Lesson 18 Target Skill: Gg</i> Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 227 <p>UNIT 4 SHORT U <i>Lesson 23 Target Skill: Jj</i> Introduction: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 289 <p>Phonemic Awareness 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>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i></p> <p>Phonemic Awareness Assessment Part 7: Blending</p> <ul style="list-style-type: none"> Benchmark (PDF), Benchmark Assessment
<p>K.RF.3.A.d Develop phonics in the reading process by: d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Phonemic Awareness Phonemic Manipulation: Add Sounds and Syllables</p> <ul style="list-style-type: none"> Unit 6, Lesson 27, TE pp. 344, 346 Unit 6, Lesson 28, TE pp. 356, 358 Unit 6, Lesson 29, TE p. 368, 370 Unit 6, Lesson 29, TE p. 380, 382 <p style="text-align: center;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.3.A.d Develop phonics in the reading process by: d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p>	<p style="text-align: center;"><i>continued</i></p> <p>Phonemic Manipulation: Delete Syllables</p> <ul style="list-style-type: none"> • Unit 6, Lesson 27, TE p. 349 • Unit 6, Lesson 28, TE p. 361 <p>Phonemic Manipulation: Substitute Sounds</p> <ul style="list-style-type: none"> • Unit 6, Lesson 29, TE p. 373 • Unit 6, Lesson 30, TE p. 385 <p>OTHER DIGITAL RESOURCES*</p> <p><i>Overview</i></p> <p>Phoneme Manipulation (substitution, deletion, addition)</p> <ol style="list-style-type: none"> 1. Initial sound substitution. 2. Final sound substitution. 3. Vowel substitution. 4. Syllable deletion. 5. Initial sound deletion. 6. Final sound deletion. 7. Initial phoneme in a blend deletion. 8. Final phoneme in a blend deletion. 9. Second phoneme in a blend deletion. 10. Initial sound addition. 11. Final sound addition. <p>Phonemic Manipulative Routine (Substitution)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 10 <p>Phonemic Manipulative Routine (Addition)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 11 <p>Phonemic Manipulative Routine (Deletion)</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence—A Rationale, Modeling the Tasks, p. 12



READING FOUNDATIONS (RF)

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.RF.4.A Read, with support, appropriate texts with purpose and understanding</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Read Connected Text (Have children point to each word as they chorally read it aloud.) “We Will Win!” • Unit 4, Lesson 19, SE/TE pp. 241–242 “What Will Jan Do?” • Unit 5, Lesson 23, SE/TE pp. 291–292 “Zig, Zag, Buzz!” • Unit 6, Lesson 26, SE/TE pp. 329–330</p> <p>Independent/Partner Work Reread Connected Text (reread decodable passages to a partner each day) • Unit 4, Lesson 19, TE pp. 242, 246 • Unit 5, Lesson 23, TE pp. 292, 296 • Unit 6, Lesson 26, TE pp. 330, 334</p> <p>Home-School Connection Build Fluency (read/reread decodable passages at home with families) • Unit 4, Lesson 19, TE p. 248 • Unit 5, Lesson 23, TE p. 298 • Unit 6, Lesson 26, TE p. 336</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i> “What Will We Play?” • Fluency Booster Practice Book, Lesson 19, pp. 139–140 “Jack and Jill” • Fluency Booster Practice Book, Lesson 23, pp. 155–156 “Buzz, Buzz, Buzz!” • Fluency Booster Practice Book, Lesson 26, pp. 167–168</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Short Vowels</p> <p style="text-align: right;"><i>Short Vowel Review</i></p> <p>LEVEL K “Ned and Hal”</p> <p>Long Vowels</p> <p style="text-align: right;"><i>Single Letter Long Vowels</i></p> <p>LEVEL K “We Play” “Come with Me”</p> <p style="text-align: right;"><i>continued</i></p>

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READING FOUNDATIONS (RF)

Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.RF.4.A Read, with support, appropriate texts with purpose and understanding</p>	<p style="text-align: center;"><i>continued</i></p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i> Fluency Assessment Guidance</p> <ul style="list-style-type: none"> Formative Assessments <p><i>Differentiation Supports</i> Teacher’s Guide to Fluency (Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy)</p> <ul style="list-style-type: none"> Additional Routines <p>From Fluency to Comprehension Fluency Routines and Minilessons, Level K (repeated reading fluency routine and fluency minilesson for each of the Level B 30 lessons)</p> <p><i>Each Unit</i> Student and Family Resources Student Fluency Sentences</p>



LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.L.1.B.a In written text: a. print in upper- and lowercase letters</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>UNIT 1 SHORT A <i>Lesson 2 Target Skill: Short a</i> High-Frequency Words: Read-Spell-Write • Unit 1, Lesson 2, SE/TE p. 24 Handwriting: Trace and Write • Unit 1, Lesson 2, SE/TE p. 27 Dictation: Think and Write • Unit 1, Lesson 2, SE/TE p. 28 Word Building: Trace, Write, and Build • Unit 1, Lesson 2, SE/TE p. 29 Independent Practice: Say and Write • Unit 1, Lesson 2, SE/TE p. 31 Cumulative Review: Build Fluency • Unit 1, Lesson 2, SE/TE p. 32</p> <p>UNIT 3 SHORT O <i>Lesson 13 Target Skill: Rr</i> High-Frequency Words: Read-Spell-Write • Unit 3, Lesson 13, SE/TE p. 166 Handwriting: Trace and Write • Unit 3, Lesson 13, SE/TE p. 169 Dictation: Think and Write • Unit 3, Lesson 13, SE/TE p. 170 Word Building: Trace, Write, and Build • Unit 3, Lesson 13, SE/TE p. 171 Independent Practice: Read and Write • Unit 3, Lesson 13, SE/TE p. 173 Cumulative Review: Build Fluency • Unit 3, Lesson 13, SE/TE p. 174 Writing Extension: Write About It • Unit 3, Lesson 13, SE/TE p. 175</p> <p>UNIT 5 SHORT U <i>Lesson 23 Target Skill: Jj</i> High-Frequency Words: Read-Spell-Write • Unit 5, Lesson 23, SE/TE p. 290 Handwriting: Trace and Write • Unit 5, Lesson 23, SE/TE p. 293 Dictation: Think and Write • Unit 5, Lesson 23, SE/TE p. 294 Word Building: Trace, Write, and Build • Unit 5, Lesson 23, SE/TE p. 295</p> <p style="text-align: right;"><i>continued</i></p>

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LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.L.1.B.a In written text: a. print in upper- and lowercase letters</p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent Practice: Read and Write</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 297 <p>Cumulative Review: Build Fluency</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 298 <p>Writing Extension: Write About It</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 299 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Decodable Texts</i></p> <p>Handwriting Lessons Lowercase and Uppercase Letters Handwriting: Aa <ul style="list-style-type: none"> Fluency Booster Practice Book, pp. 5–6 Handwriting: Rr <ul style="list-style-type: none"> Fluency Booster Practice Book, pp. 27–28 Handwriting: Jj <ul style="list-style-type: none"> Fluency Booster Practice Book, pp. 47–48 </p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i></p> <p>Letter Formation Assessment</p> <ul style="list-style-type: none"> Formative, Formative Assessments <p><i>Differentiation Supports</i></p> <p>Letter Formation Cards Letter Formation Chart Letter Formation Instruction Letter Formation Practice</p> <ul style="list-style-type: none"> Additional Routines <p>ABC Express Lesson 7: Add-On Skills Rr, Gg ABC Express Lesson 9: Add-On Skills Jj, Kk</p> <ul style="list-style-type: none"> ABC Express Student Resources
<p>K.L.1.B.b In written text: b. recognize that a sentence ends with punctuation marks</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Print Concepts Understanding How Sentences Work (identify end punctuation)</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, TE p. 145 Unit 3, Lesson 14, TE p. 181 Unit 3, Lesson 15, TE p. 193 <p style="text-align: center;"><i>continued</i></p>

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LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.L.1.B.b In written text: b. recognize that a sentence ends with punctuation marks</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 18, TE p. 231 Unit 4, Lesson 22, TE p. 281 Unit 4, Lesson 25, TE p. 317 <p>OTHER DIGITAL RESOURCES* <i>Differentiation Supports</i> Teacher’s Guide to Print Concepts Sentences (sentences end with punctuation marks like periods, question marks, and exclamation marks)</p> <ul style="list-style-type: none"> Additional Routines, Supporting Instruction of Print Concepts, p. 2
<p>K.L.1.B.c In written text: c. capitalize own first and last name</p>	<p>STUDENT EDITION/TEACHER’S EDITION UNIT 1 SHORT A <i>Lesson 1 Target Skill: Mm</i> Alphabet: About Me (children write their names/begin with an uppercase letter)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 13 <p><i>Lesson 2 Target Skill: Short a</i> Dictation: Think and Write (write your name)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 28
<p>K.L.1.B.d In written text: d. capitalize first word in a sentence</p>	<p>STUDENT EDITION/TEACHER’S EDITION Print Concepts Understanding How Sentences Work (capitalize the first word in a sentence)</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, TE p. 131 Unit 4, Lesson 16, TE p. 207 Unit 4, Lesson 17, TE p. 219 Unit 4, Lesson 20, TE p. 243 <p>OTHER DIGITAL RESOURCES* <i>Differentiation Supports</i> Teacher’s Guide to Print Concepts Sentences (sentences start with uppercase letters)</p> <ul style="list-style-type: none"> Additional Routines, Supporting Instruction of Print Concepts, p. 2



LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>K.L.1.B.e In written text: e. capitalize the pronoun /</p>	<p>STUDENT EDITION/TEACHER'S EDITION High-Frequency Words Read-Spell-Write/Use in Context (capitalize the pronoun /) • Unit 1, Lesson 2, SE/TE p. 24</p>
<p>K.L.1.B.f In written text: f. write and name the printed letters that match the sound</p>	<p>STUDENT EDITION/TEACHER'S EDITION UNIT 1 SHORT A <i>Lesson 2 Target Skill: Short a</i> Handwriting: Trace and Write (trace and write the letter/say the sound each time you write the letter) • Unit 1, Lesson 2, SE/TE p. 27 UNIT 3 SHORT O <i>Lesson 13 Target Skill: Rr</i> Handwriting: Trace and Write (trace and write the letter/say the sound each time you write the letter) • Unit 3, Lesson 13, SE/TE p. 169 • Unit 5, Lesson 23, SE/TE p. 293 UNIT 5 SHORT U <i>Lesson 23 Target Skill: Jj</i> Handwriting: Trace and Write (trace and write the letter/say the sound each time you write the letter) • Unit 5, Lesson 23, SE/TE p. 293</p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Sound Wall</i> Vowel Valley Articulation Videos & Vowel Sound Cards Consonants Wall Articulation Videos & Consonant Sound Cards Sound Wall Lesson Template Step One: Introduce Sound Card Step Two: Focus on Articulation Step Three: Connect to Letter/Spellings Step Four: Connect to Sound-Spelling Card</p>
<p>K.L.1.B.g In written text: g. use inventive spelling with beginning, final, and medial sounds</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>Related content</i> STUDENT EDITION/TEACHER'S EDITION Phonemic Awareness Isolate Beginning Sounds • Unit 1, Lesson 3, TE p. 42 • Unit 1, Lesson 4, TE p. 58</p> <p style="text-align: right;"><i>continued</i></p>

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LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.L.1.B.g In written text: g. use inventive spelling with beginning, final, and medial sounds</p>	<p style="text-align: center;"><i>continued</i></p> <p>Isolate Beginning and Ending Sounds</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 70 • Unit 2, Lesson 7, TE p. 98 • Unit 5, Lesson 24, TE p. 311 <p>Isolate Beginning, Medial, and Ending Sounds</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8, TE p. 110 • 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 Say and Write (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 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>K.L.1.B.h In written text: h. write and name letters for consonant and vowel sounds</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>UNIT 1 SHORT A <i>Lesson 2 Target Skill: Short a</i> Handwriting: Trace and Write (trace and write the letter/say the sound each time you write the letter)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 27 <p>UNIT 3 SHORT O <i>Lesson 13 Target Skill: Rr</i> Handwriting: Trace and Write (trace and write the letter/say the sound each time you write the letter)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 169 • Unit 5, Lesson 23, SE/TE p. 293 <p>UNIT 5 SHORT U <i>Lesson 23 Target Skill: Jj</i> Handwriting: Trace and Write (trace and write the letter/say the sound each time you write the letter)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, SE/TE p. 293 <p style="text-align: center;"><i>continued</i></p>



LANGUAGE (L)

Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>K.L.1.B.h In written text: h. write and name letters for consonant and vowel sounds</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Sound Wall</i> Vowel Valley Articulation Videos & Vowel Sound Cards</p> <p>Consonants Wall Articulation Videos & Consonant Sound Cards</p> <p>OTHER DIGITAL RESOURCES*</p> <p><i>Assessment</i> Letter Formation Assessment • Formative, Formative Assessments</p> <p><i>Differentiation Supports</i> Letter Formation Cards Letter Formation Chart Letter Formation Instruction Letter Formation Practice • Additional Routines</p> <p>ABC Express Lesson 7: Add-On Skills Rr, Gg ABC Express Lesson 9: Add-On Skills Jj, Kk • ABC Express Student Resources</p>
<p>K.L.1.B.i In written text: i. use correct spelling of own first and last names</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>UNIT 1 SHORT A</p> <p><i>Lesson 1 Target Skill: Mm</i> Alphabet: About Me (children write their names/begin with an uppercase letter) • Unit 1, Lesson 1, SE/TE p. 13</p> <p><i>Lesson 2 Target Skill: Short a</i> Dictation: Think and Write (write your name) • Unit 1, Lesson 2, SE/TE p. 28</p>

SE = Student Edition / TE = Teacher's Edition

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