

From Phonics to Reading

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Kindergarten

Grade K



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From Phonics to Reading Level K

Gwinnett Co. AKS: Kⁱⁿdergarten Language Arts

Georgia Standards of Excellence: ELA Grade K

Unit 1: Short a

Lesson 1 Mm—pp. 9–20

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 2 Short a—pp. 19–34

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 3 Ss—pp. 35–48

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 4 Tt—pp. 49–62

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 5 Pp—pp. 63–76

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

KLA.C.20

demonstrate understanding of the organization and basic features of print

KLA.C.20.a

follow words from left to right, top to bottom, and page-by-page

KLA.C.20.b

recognize that spoken words are represented in written language by specific sequences of letters

KLA.C.20.c

understand that words are separated by spaces in print

KLA.C.20.d

name and match all upper- and lowercase letters of the alphabet out of sequence

KLA.C.21

demonstrate understanding of spoken words, syllables, and sounds (phonemes)

KLA.C.21.a

recognize and produce rhyming words

KLA.C.22

know and apply grade-level phonics and word analysis skills in decoding words

KLA.C.22.a

demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant

KLA.C.22.c

distinguish between similarly spelled words by identifying the sounds of the letters that differ

KLA.C.23

read emergent-reader texts, with purpose and understanding

KLA.C.23.a

read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

ELAGSEKRF1

Demonstrate understanding of the organization and basic features of print.

ELAGSEKRF1.a

Follow words from left to right, top to bottom, and page-by-page.

ELAGSEKRF1.b

Recognize that spoken words are represented in written language by specific sequences of letters.

ELAGSEKRF1.c

Understand that words are separated by spaces in print.

ELAGSEKRF1.d

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

ELAGSEKRF2

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

ELAGSEKRF1.a

Recognize and produce rhyming words.

ELAGSEKRF3

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

ELAGSEKRF3.a

Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.

ELAGSEKRF3.c

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

ELAGSEKRF4

Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*); read emergent-reader texts with purpose and understanding.

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Unit 2: Short *i*

Lesson 6 Nn—pp. 79–90
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 7 Short *i*—pp. 91–102
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 8 Cc—pp. 103–114
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 9 Ff—pp. 115–126
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 10 Dd—pp. 127–138
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 11 Digraphs ng, nk—pp. 151–164
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

KLA.C.20.b
recognize that spoken words are represented in written language by specific sequences of letters

KLA.C.20.c
understand that words are separated by spaces in print

KLA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

KLA.C.21.a
recognize and produce rhyming words

KLA.C.21.b
count, pronounce, blend, and segment syllables in spoken words

KLA.C.21.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/.)

KLA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

KLA.C.22.a
demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant

KLA.C.22.c
distinguish between similarly spelled words by identifying the sounds of the letters that differ

KLA.C.23
read emergent-reader texts, with purpose and understanding

KLA.C.23.a
read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

KLA.C.20.b
recognize that spoken words are represented in written language by specific sequences of letters

KLA.C.20.c
understand that words are separated by spaces in print

KLA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

KLA.C.21.a
recognize and produce rhyming words

KLA.C.21.b
count, pronounce, blend, and segment syllables in spoken words

KLA.C.21.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/.)

KLA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

KLA.C.22.a
demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant

KLA.C.22.c
distinguish between similarly spelled words by identifying the sounds of the letters that differ

KLA.C.23
read emergent-reader texts, with purpose and understanding

KLA.C.23.a
read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

Unit 3: Short o

Lesson 11 Hh—pp. 141–152
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 12 Short o—pp. 153–164
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 13 Rr—pp. 165–176
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 14 Bb—pp. 177–188
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 15 Ll—pp. 189–200
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

KLA.C.20.b
recognize that spoken words are represented in written language by specific sequences of letters

KLA.C.20.c
understand that words are separated by spaces in print

KLA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

KLA.C.21.a
recognize and produce rhyming words

KLA.C.21.b
count, pronounce, blend, and segment syllables in spoken words

KLA.C.21.c
blend and segment onsets and rimes of single-syllable spoken words

KLA.C.21.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/.)

KLA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

KLA.C.22.a
demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant

KLA.C.22.c
distinguish between similarly spelled words by identifying the sounds of the letters that differ

KLA.C.23
read emergent-reader texts, with purpose and understanding

KLA.C.23.a
read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

ELAGSEKRF1.b
Recognize that spoken words are represented in written language by specific sequences of letters.

ELAGSEKRF1.c
Understand that words are separated by spaces in print.

ELAGSEKRF2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSEKRF1.a
Recognize and produce rhyming words.

ELAGSEKRF1.b
Count, pronounce, blend, and segment syllables in spoken words.

ELAGSEKRF1.c
Blend and segment onsets and rimes of single-syllable spoken words.

ELAGSEKRF1.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/.)

ELAGSEKRF3
Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSEKRF3.a
Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.

ELAGSEKRF3.c
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

ELAGSEKRF4
Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*); read emergent-reader texts with purpose and understanding.

Unit 4: Short e

Lesson 16 Kk—pp. 203–214
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 17 Short e—pp. 215–226
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 18 Gg—pp. 227–238
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 19 Ww—pp. 239–250
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 20 Xx—pp. 251–262
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

KLA.C.20.b
recognize that spoken words are represented in written language by specific sequences of letters

KLA.C.20.c
understand that words are separated by spaces in print

KLA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

KLA.C.21.b
count, pronounce, blend, and segment syllables in spoken words

KLA.C.21.c
blend and segment onsets and rimes of single-syllable spoken words

KLA.C.21.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/.)

KLA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

KLA.C.22.a
demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant

KLA.C.22.c
distinguish between similarly spelled words by identifying the sounds of the letters that differ

KLA.C.23
read emergent-reader texts, with purpose and understanding

KLA.C.23.a
read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

ELAGSEKRF1.b
Recognize that spoken words are represented in written language by specific sequences of letters.

ELAGSEKRF1.c
Understand that words are separated by spaces in print.

ELAGSEKRF2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSEKRF1.b
Count, pronounce, blend, and segment syllables in spoken words.

ELAGSEKRF1.c
Blend and segment onsets and rimes of single-syllable spoken words.

ELAGSEKRF1.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/.)

ELAGSEKRF3
Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSEKRF3.a
Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.

ELAGSEKRF3.c
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

ELAGSEKRF4
Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*); read emergent-reader texts with purpose and understanding.

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Unit 5: Short u

- Lesson 21 Vv—pp. 265–276
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment
- Lesson 22 Short u—pp. 277–288
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment
- Lesson 23 Jj—pp. 289–300
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment
- Lesson 24 Qu—pp. 301–312
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment
- Lesson 25 Yy—pp. 313–324
High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

- KLA.C.20.b**
recognize that spoken words are represented in written language by specific sequences of letters
- KLA.C.20.c**
understand that words are separated by spaces in print
- KLA.C.21**
demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- KLA.C.21.b**
count, pronounce, blend, and segment syllables in spoken words
- KLA.C.21.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/.)
- KLA.C.22**
know and apply grade-level phonics and word analysis skills in decoding words
- KLA.C.22.a**
demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant
- KLA.C.22.c**
distinguish between similarly spelled words by identifying the sounds of the letters that differ
- KLA.C.23**
read emergent-reader texts, with purpose and understanding
- KLA.C.23.a**
read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

- ELAGSEKRF1.b**
Recognize that spoken words are represented in written language by specific sequences of letters.
- ELAGSEKRF1.c**
Understand that words are separated by spaces in print.
- ELAGSEKRF2**
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- ELAGSEKRF1.b**
Count, pronounce, blend, and segment syllables in spoken words.
- ELAGSEKRF1.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/.)
- ELAGSEKRF3**
Know and apply grade-level phonics and word analysis skills in decoding words.
- ELAGSEKRF3.a**
Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
- ELAGSEKRF3.c**
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- ELAGSEKRF4**
Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*); read emergent-reader texts with purpose and understanding.

Unit 6: Introduction to Long Vowels

Lesson 26 Zz—pp. 327–338

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 27 Short Vowel Review—pp. 339–350

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 28 Single Letter Long Vowels e, i, o—pp. 351–362

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 29 Final e (a_e)—pp. 363–374

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

Lesson 30 Final e (o_e, i_e)—pp. 375–386

High-Frequency Words • Spell and Write • Take-Home Book • Cumulative Assessment

KLA.C.20.b

recognize that spoken words are represented in written language by specific sequences of letters

KLA.C.20.c

understand that words are separated by spaces in print

KLA.C.21

demonstrate understanding of spoken words, syllables, and sounds (phonemes)

KLA.C.21.a

recognize and produce rhyming words

KLA.C.21.b

count, pronounce, blend, and segment syllables in spoken words

KLA.C.21.e

add, substitute, or delete individual sounds (phonemes) in simple, one-syllable words to make new words

KLA.C.22

know and apply grade-level phonics and word analysis skills in decoding words

KLA.C.22.a

demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant

KLA.C.22.b

demonstrate basic knowledge of long and short sounds for the five major vowels

KLA.C.22.c

distinguish between similarly spelled words by identifying the sounds of the letters that differ

KLA.C.23

read emergent-reader texts, with purpose and understanding

KLA.C.23.a

read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

ELAGSEKRF1.b

Recognize that spoken words are represented in written language by specific sequences of letters.

ELAGSEKRF1.c

Understand that words are separated by spaces in print.

ELAGSEKRF2

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

ELAGSEKRF1.a

Recognize and produce rhyming words.

ELAGSEKRF1.b

Count, pronounce, blend, and segment syllables in spoken words.

ELAGSEKRF1.e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

ELAGSEKRF3

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

ELAGSEKRF3.a

Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.

ELAGSEKRF3.b

Demonstrate basic knowledge of long and short sounds for the given major vowels.

ELAGSEKRF3.c

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

ELAGSEKRF4

Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*); read emergent-reader texts with purpose and understanding.