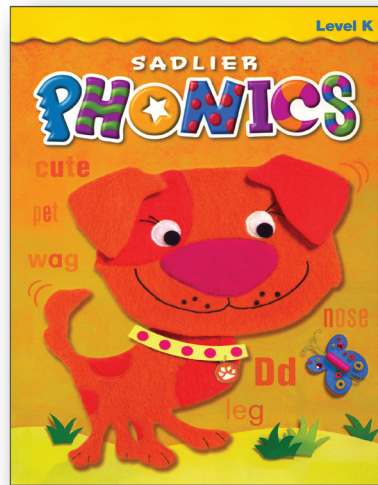


Sadlier *Phonics*

Kindergarten / Level K



Aligned to

Scott Foresman *Reading Street*
Kindergarten

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 1: All Together Now			Sadlier <i>Phonics</i> , Kindergarten Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	
1-1	“The Little School Bus”	Letter Recognition: <i>Aa, Bb, Cc, Dd, Ee</i>	Lesson 11: The Alphabet (visually recognize Aa-Zz; identify uppercase and lowercase letters Aa-Zz)—pp. 19-20
1-2	“We Are So Proud!”	Letter Recognition: <i>Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn</i>	Lesson 11: The Alphabet (visually recognize Aa-Zz; identify uppercase and lowercase letters Aa-Zz)—pp. 19-20
1-3	“Plaidypus Lost”	Letter Recognition: <i>Oo, Pp, Qq, Rr, Ss</i>	Lesson 11: The Alphabet (visually recognize Aa-Zz; identify uppercase and lowercase letters Aa-Zz)—pp. 19-20
1-4	“Miss Bindergarten Takes a Field Trip”	Letter Recognition: <i>Tt, Uu, Vv, Ww, Xx, Yy, Zz</i>	Lesson 11: The Alphabet (visually recognize Aa-Zz; identify uppercase and lowercase letters Aa-Zz)—pp. 19-20
1-5	“Smash! Crash!”	Consonant /m/ m	<p>Lesson 12: Literature Introduction to Initial f, m, s, t, h, b (build vocabulary; distinguish rhyming from nonrhyming words; explore the sounds of initial f, m, s, t, h, b)—pp. 21-22</p> <p>Lesson 15: Initial /m/ • Recognizing and Writing Mm (match initial sounds; recognize initial /m/; identify picture names that begin with the sound of m; develop oral language; visually recognize M and m)—pp. 27-28</p> <p>Lesson 16: Initial /m/ Mm (identify and isolate initial sounds; recognize initial /m/; recognize that Mm stands for /m/; print M and m)—pp. 29-30</p> <p>Lesson 19: Reviewing Initial f, m, s • Final /m/—pp. 35-36</p> <p>Lesson 26: Reviewing Initial t, h, b • Final /t/ and /b/ (review initial t, h, b; recognize final /t/ and /b/ and distinguish these from other sounds; match final sounds; identify picture names that end with /t/ and /b/)—pp. 49-50</p> <p>Lesson 28: Reviewing Initial f, m, s, t, h, b (demonstrate sound-letter correspondences for initial f, m, s, t, h, b)—pp. 53-54</p> <p>Lesson 29: Learn About a Special Game (listen to and discuss nonfiction text; understand cause and effect; demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—p. 55</p> <p>Lesson 30: Writing Initial f, m, s, t, h, b (draw and write in response to a picture prompt; use words with initial f, m, s, t, h, b in a piece of writing)—p. 56</p> <p>Lesson 31: Assessing Initial Consonants f, m, s, t, h, b (demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—pp. 57-58</p>
1-6	“Dig Dig Digging”	Consonant /t/ t	<p>Lesson 12: Literature Introduction to Initial f, m, s, t, h, b (build vocabulary; distinguish rhyming from nonrhyming words; explore the sounds of initial f, m, s, t, h, b)—pp. 21-22</p> <p>Lesson 20: Initial /t/ • Recognizing and Writing Tt (identify and isolate initial sounds; recognize initial /t/; identify picture names that begin with the sound of t; develop oral language; visually recognize T and t; print T and t)—pp. 37-38</p> <p>Lesson 21: Initial /t/ Tt (identify and isolate initial sounds; recognize initial /t/; recognize that Tt stands for /t/; print T and t)—pp. 39-40</p> <p>Lesson 26: Reviewing Initial t, h, b • Final /t/ and /b/ (review initial t, h, b; recognize final /t/ and /b/ and distinguish these from other sounds; match final sounds; identify picture names that end with /t/ and /b/)—pp. 49-50</p> <p>Lesson 28: Reviewing Initial f, m, s, t, h, b (demonstrate sound-letter correspondences for initial f, m, s, t, h, b)—pp. 53-54</p> <p>Lesson 29: Learn About a Special Game (listen to and discuss nonfiction text; understand cause and effect; demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—p. 55</p> <p>Lesson 30: Writing Initial f, m, s, t, h, b (draw and write in response to a picture prompt; use words with initial f, m, s, t, h, b in a piece of writing)—p. 56</p> <p>Lesson 31: Assessing Initial Consonants f, m, s, t, h, b (demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—pp. 57-58</p>



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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 2: Look at Us			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
2-1	"Flowers"	Short and long <i>a</i>	<p style="text-align: center;"><i>Short a</i></p> <p>Lesson 75: Literature Introduction to Short Vowels (build vocabulary; produce rhyming words; identify vowels)—pp. 141-142</p> <p>Lesson 76: Phonemic Awareness /a/ • Recognizing and Writing Aa (match initial and medial sounds; add initial phonemes to words; recognize /a/; identify picture names with the sound of short a; visually recognize A and a; print A and a)—pp. 143-144</p> <p>Lesson 77: Sound to Symbol /a/ a (identify and isolate /a/; recognize that a can stand for /a/; print a)—pp. 145-146</p> <p>Lesson 78: Blending with Short a (blend phonemes in a CVC word; delete initial phonemes in words; blend eve words with short a and identify consonants and vowels)—pp. 147-148</p> <p>Lesson 79: Short a Decodable Reader (read decodable text; read short a words and high-frequency words in context; read a story independently; retell a story)—pp. 149-150</p> <p>Lesson 80: Reading/Writing Short a in Context (recognize and read CVC words with short a; use words with short a in writing; accurately print names)—pp. 151-152</p> <p>Lesson 81: Reviewing Short a (review short vowel a; identify and write a for the short vowel sound /a/)—pp. 153-154</p> <p>Lesson 108: Learn About Our Legs (listen to and discuss nonfiction text; recognize facts; demonstrate recognition of short vowels)—pp. 207</p> <p>Lesson 109: Writing Short Vowels in Context (write words and sentences in response to a picture prompt; use CVC words with short vowels in a piece of writing)—pp. 208</p> <p>Lesson 110: Assessing Short Vowels (demonstrate sound-letter correspondences for the short vowels a, i, o, u, e; print short vowels to complete CVC words)—pp. 209-210</p> <p>Lesson 111: Take-Home Books: "At the Park" (listen and respond to a story; identify short vowels; recognize the singular and plural forms of frequently used words; dramatize a story)—pp. 211-212</p> <p style="text-align: center;"><i>Long a</i></p> <p>Lesson 112: Literature Introduction to Long Vowels (build vocabulary; produce rhyming words; identify long vowels a, i, o, u, e)—pp. 213-214</p> <p>Lesson 113: Phonemic Awareness /ā/ • Sound to Symbol /ā/ a_e (match medial sounds in CVCe words; make new words by deleting initial phonemes in CVCe words; recognize /a/; recognize that a_e stands for /a/; spell CVCe words with /a/ a_e)—pp. 215-216</p> <p>Lesson 117: Reading /Writing Long a, i, o in Context (recognize and read long vowels a, i, o in words; use long a, i, o CVCe words in writing; print a name accurately)—pp. 223-224</p> <p>Lesson 121: Reviewing Long Vowels (identify picture names with long vowels a, i, o, u, e; identify picture names with the same long vowel sounds; print the letters that stand for long vowel sounds for a, i, o, u, e to complete words (CVCe, CVVC))—pp. 231-232</p> <p>Lesson 122: Learn About Food (listen and discuss nonfiction text; set a purpose for reading; demonstrate recognition of long vowels)—pp. 233</p> <p>Lesson 123: Writing Long Vowels in Context (write sentences in response to a picture prompt; use words with long vowels in a piece of writing (CWC, CVV, CVCe))—pp. 234</p> <p>Lesson 124: Assessing Long Vowels (demonstrate recognition of words with long vowels a, i, o, u, e (CVCe, CW,CWC); print letters that stand for long vowel sounds to complete words)—pp. 235-236</p> <p>Lesson 125: Take-Home Book: "My Plane Ride" (listen and respond to a story; identify and read long vowel words; recognize the singular and</p>

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Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			plural forms of frequently used words; understand sequence of events)—pp. 235-236
2-2	“Nature Spy”	Consonant /s/ s	<p>Lesson 12: Literature Introduction to Initial f, m, s, t, h, b (build vocabulary; distinguish rhyming from nonrhyming words; explore the sounds of initial f, m, s, t, h, b)—pp. 21-22</p> <p>Lesson 17: Initial /s/ • Recognizing and Writing Ss (match initial sounds; recognize initial /s/; identify picture names that begin with the sound of s; develop oral language; visually recognize S and s; print S and s)—pp. 31-32</p> <p>Lesson 18: Initial /s/ Ss (identify and isolate initial sounds; recognize initial /s/; recognize that Ss stands for /s/; print S and s)—pp. 33-34</p> <p>Lesson 19: Reviewing Initial f, m, s • Final /m/ (review initial f, m, s; recognize final /m/; match final sounds and categorize the word in a set that has a different sound; identify picture names that end with the sound of m)—pp. 35-36</p> <p>Lesson 29: Learn About a Special Game (listen to and discuss nonfiction text; understand cause and effect; demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—p. 55</p> <p>Lesson 30: Writing Initial f, m, s, t, h, b (draw and write in response to a picture prompt; use words with initial f, m, s, t, h, b in a piece of writing)—p. 56</p> <p>Lesson 31: Assessing Initial Consonants f, m, s, t, h, b (demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—pp. 57-58</p>
2-3	“Animal Babies in Grasslands”	Consonant /p/ p	<p>Lesson 54: Literature Introduction to Initial p, r, k, j, q(u), v, y, z (build vocabulary; develop nonsense and word play; explore the sounds of initial p, r, k, j, q(u), v, y, z)—pp. 101-102</p> <p>Lesson 55: Initial /p/ • Recognizing and Writing Pp (match initial sounds; recognize initial /p/; identify picture names that begin with /p/; visually recognize P and p; print P and p)—pp. 103-104</p> <p>Lesson 56: Initial /p/ Pp (identify and isolate initial sounds; recognize initial /p/; recognize that Pp stands for /p/; print P and p)—pp. 105-106</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p> <p>Lesson 71: Learn About Bread (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—p. 135</p> <p>Lesson 72: Writing Initial p, r, k, j, q(u), v, y, z (write sentences in response to a picture prompt; use initial consonants in a piece of writing)—p. 136</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: “What’s for Dinner?” (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p>
2-4	“Bear Snores On”	Consonant /k/ c	<p>Lesson 33: Literature Introduction to Initial l, d, c, n, g, w (build vocabulary; distinguish rhyming from non-rhyming words; explore the sounds of initial l, d, c, n, g, w)—pp. 61-62</p> <p>Lesson 38: Initial /k/ • Recognizing and Writing Cc (identify and isolate initial sounds; recognize initial /k/; identify picture names that begin with /k/; visually recognize C and c; print C and c)—pp. 71-72</p> <p>Lesson 39: Initial /k/ Cc (segment onsets and rimes; identify onset and rime; recognize initial /k/; recognize that Cc stands for /k/; print C and c)—pp. 73-74</p> <p>Lesson 40: Reviewing Initial l, d, c • Final /d/ (review initial l, d, c; match final sounds; recognize final /d/; categorize phonemes; identify picture names that do not end with /d/)—pp. 75-76</p>

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Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			Lesson 49: Reviewing Initial l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 93-94 Lesson 50: Learn About Astronauts (listen to and discuss nonfiction text; draw conclusions; demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 95 Lesson 51: Writing Initial l, d, c, n, g, w in Context (draw and write in response to a picture prompt; use words with initial consonants l, d, c, n, g, w in a piece of writing)—pp. 96 Lesson 52: Assessing Initial Consonants l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w; identify picture names that begin with l, d, c, n, g, w)—pp. 97-98
2-5	"A Bed for the Winter"	Short and long <i>i</i>	<i>Short i</i>
2-6	"Jack and the Beanstalk"		Lesson 75: Literature Introduction to Short Vowels (build vocabulary; produce rhyming words; identify vowels)—pp. 141-142 Lesson 82: Phonemic Awareness /i/ • Recognizing and Writing li (match initial and medial sounds; recognize /i/; identify picture names with the sound of short i; visually recognize l and i; print l and i; add initial phonemes to words)—pp. 155-156 Lesson 83: Sound to Symbol /i/ i (identify and isolate /i/; recognize letter-sound correspondence for /i/ i; print i)—pp. 157-158 Lesson 84: Blending with Short i (blend phonemes in a CVC word; blend eve words with short i; delete initial phonemes in CVC words; segment phonemes in CVC words; distinguish between vowels and consonants)—pp. 159-160 Lesson 85: Short i Decodable Reader (read decodable text; read short i words and high-frequency words in context; read a story independently; sequence story events)—pp. 161-162 Lesson 86: Reading/Writing Short i in Context (recognize and read short vowel l in words; use short vowel i words in writing)—pp. 163-164 Lesson 87: Reviewing Short i (review short vowel i; identify and write i for the short vowel sound /i/ in CVC words)—pp. 165-166 Lesson 108: Learn About Our Legs (listen to and discuss nonfiction text; recognize facts; demonstrate recognition of short vowels)—pp. 207 Lesson 109: Writing Short Vowels in Context (write words and sentences in response to a picture prompt; use CVC words with short vowels in a piece of writing)—pp. 208 Lesson 110: Assessing Short Vowels (demonstrate sound-letter correspondences for the short vowels a, i, o, u, e; print short vowels to complete CVC words)—pp. 209-210 Lesson 111: Take-Home Books: "At the Park" (listen and respond to a story; identify short vowels; recognize the singular and plural forms of frequently used words; dramatize a story)—pp. 211-212
			<i>Long i</i>
			Lesson 112: Literature Introduction to Long Vowels (build vocabulary; produce rhyming words; identify long vowels a, i, o, u, e)—pp. 213-214 Lesson 114: Phonemic Awareness /i/ • Sound to Symbol /i/ i_e (identify and isolate medial sounds in CVCe words; segment and blend phonemes in CVCe words; recognize /i/; recognize that i_e stands for /i/; spell CVCe words with /i/ i_e)—pp. 217-218 Lesson 117: Reading /Writing Long a, i, o in Context (recognize and read long vowels a, i, o in words; use long a, i, o CVCe words in writing; print a name accurately)—pp. 223-224 Lesson 121: Reviewing Long Vowels (identify picture names with long vowels a, i, o, u, e; identify picture names with the same long vowel

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Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			<p>sounds; print the letters that stand for long vowel sounds for a, i, o, u, e to complete words (CVCe, CVVC)—pp. 231-232</p> <p>Lesson 122: Learn About Food (listen and discuss nonfiction text; set a purpose for reading; demonstrate recognition of long vowels)—pp. 233</p> <p>Lesson 123: Writing Long Vowels in Context (write sentences in response to a picture prompt; use words with long vowels in a piece of writing (CWC, CVV, CVCe))—pp. 234</p> <p>Lesson 124: Assessing Long Vowels (demonstrate recognition of words with long vowels a, i, o, u, e (CVCe, CW, CWC); print letters that stand for long vowel sounds to complete words)—pp. 235-236</p> <p>Lesson 125: Take-Home Book: "My Plane Ride" (listen and respond to a story; identify and read long vowel words; recognize the singular and plural forms of frequently used words; understand sequence of events)—pp. 235-236</p>

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 3: Changes All Around Us			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
3-1	"Little Panda"	Consonants /n/ n, (Day 1); /b/ b (Day 2)	<p>Day 1: Consonant /n/ n</p> <p>Lesson 33: Literature Introduction to Initial l, d, c, n, g, w (build vocabulary; distinguish rhyming from non-rhyming words; explore the sounds of initial l, d, c, n, g, w)—pp. 61-62</p> <p>Lesson 41: Initial /n/ • Recognizing and Writing Nn (identify and isolate initial sounds; recognize initial /n/; identify onset and rime; identify picture names that begin with the sound of n; print N and n)—pp. 77-78</p> <p>Lesson 42: Initial /n/ Nn (blend onsets and rimes; recognize initial /n/; recognize that Nn stands for /n/; print N and n)—pp. 79-80</p> <p>Lesson 40: Reviewing Initial l, d, c • Final /d/ (review initial l, d, c; match final sounds; recognize final /d/; categorize phonemes; identify picture names that do not end with /d/)—pp. 75-76</p> <p>Lesson 49: Reviewing Initial l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 93-94</p> <p>Lesson 50: Learn About Astronauts (listen to and discuss nonfiction text; draw conclusions; demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 95</p> <p>Lesson 51: Writing Initial l, d, c, n, g, w in Context (draw and write in response to a picture prompt; use words with initial consonants l, d, c, n, g, w in a piece of writing)—pp. 96</p> <p>Lesson 52: Assessing Initial Consonants l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w; identify picture names that begin with l, d, c, n, g, w)—pp. 97-98</p> <p>Day 2: Consonant /b/ b</p> <p>Lesson 12: Literature Introduction to Initial f, m, s, t, h, b (build vocabulary; distinguish rhyming from nonrhyming words; explore the sounds of initial f, m, s, t, h, b)—pp. 21-22</p> <p>Lesson 24: Initial /b/ • Recognizing and Writing Bb (match initial sounds; recognize initial /b/; recognize picture names that begin with the sound of b; develop oral language; visually recognize B and b; print B and b)—pp. 45-46</p> <p>Lesson 25: Initial /b/ Bb (identify and isolate initial sounds; recognize initial /b/; recognize that Bb stands for /b/; print B and b)—pp. 47-48</p>

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Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			<p>Lesson 26: Reviewing Initial t, h, b • Final /t/ and /b/ (review initial t, h, b; recognize final /t/ and /b/ and distinguish these from other sounds; match final sounds; identify picture names that end with /t/ and /b/)—pp. 49-50</p> <p>Lesson 28: Reviewing Initial f, m, s, t, h, b (demonstrate sound-letter correspondences for initial f, m, s, t, h, b)—pp. 53-54</p> <p>Lesson 29: Learn About a Special Game (listen to and discuss nonfiction text; understand cause and effect; demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—p. 55</p> <p>Lesson 30: Writing Initial f, m, s, t, h, b (draw and write in response to a picture prompt; use words with initial f, m, s, t, h, b in a piece of writing)—p. 56</p> <p>Lesson 31: Assessing Initial Consonants f, m, s, t, h, b (demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—pp. 57-58</p>
3-2	“Little Quack”	Consonant /r/ r	<p>Lesson 54: Literature Introduction to Initial p, r, k, j, q(u), v, y, z (build vocabulary; develop nonsense and word play; explore the sounds of initial p, r, k, j, q(u), v, y, z)—pp. 101-102</p> <p>Lesson 57: Initial /r/ • Recognizing and Writing Rr (segment onsets and rimes; recognize initial /r/; identify picture names that begin with /r/; visually recognize R and r; print R and r)—pp. 107-108</p> <p>Lesson 58: Initial /r/ Rr (blend onsets and rimes; recognize initial /r/; recognize that Rr stands for /r/; print R and r)—pp. 107-108</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p> <p>Lesson 71: Learn About Bread (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—p. 135</p> <p>Lesson 72: Writing Initial p, r, k, j, q(u), v, y, z (write sentences in response to a picture prompt; use initial consonants in a piece of writing)—p. 136</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: “What’s for Dinner?” (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p>
3-3	“George Washington Visits”	Consonants /d/ d (Day 1); /k/ k (Day 2)	<p>Day 1: Consonant /d/ d</p> <p>Lesson 33: Literature Introduction to Initial l, d, c, n, g, w (build vocabulary; distinguish rhyming from non-rhyming words; explore the sounds of initial l, d, c, n, g, w)—pp. 61-62</p> <p>Lesson 36: Initial /d/ • Recognizing and Writing Dd (identify and isolate initial sounds; recognize initial /d/; identify picture names that begin with the sound of d; visually recognize D and d; print D and d; identify DD and dd as matching letters)—pp. 67-68</p> <p>Lesson 37: Initial /d/ Dd (segment onsets and rimes; identify onset and rime; recognize initial /d/; recognize that Dd stands for /d/; print D and d)—pp. 69-70</p> <p>Lesson 40: Reviewing Initial l, d, c • Final /d/ (review initial l, d, c; match final sounds; recognize final /d/; categorize phonemes; identify picture names that do not end with /d/)—pp. 75-76</p> <p>Lesson 49: Reviewing Initial l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 93-94</p> <p>Lesson 50: Learn About Astronauts (listen to and discuss nonfiction text; draw conclusions; demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 95</p> <p>Lesson 51: Writing Initial l, d, c, n, g, w in Context (draw and write in response to a picture prompt; use words with initial consonants l, d, c, n, g, w in a piece of writing)—pp. 96</p>

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 3: Changes All Around Us			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			<p>Lesson 52: Assessing Initial Consonants l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w; identify picture names that begin with l, d, c, n, g, w)—pp. 97-98</p> <p style="text-align: center;"><i>Day 2: Consonant /k/ k</i></p> <p>Lesson 54: Literature Introduction to Initial p, r, k, j, q(u), v, y, z (build vocabulary; develop nonsense and word play; explore the sounds of initial p, r, k, j, q(u), v, y, z)—pp. 101-102</p> <p>Lesson 59: Initial /k/ • Recognizing and Writing Kk (match initial sounds; recognize initial /k/; identify picture names that begin with /k/; visually recognize K and k; print K and k)—pp. 109-110</p> <p>Lesson 60: Initial /k/ Kk (identify and isolate initial sounds; recognize initial /k/; recognize that Kk stands for /k/; print K and k)—pp. 111-112</p> <p>Lesson 63: Reviewing Initial p, r, k, j • Final /p/ (review initial p, r, k, j; count and compare phonemes; recognize final /p/; identify picture names that do not end with /p/)—pp. 117-118</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p> <p>Lesson 71: Learn About Bread (listen to and discuss nonfiction text; classify objects; demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 135</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: "What's for Dinner?" (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p>
3-4	"Farfallina and Marcel"	Consonant /f/ f	<p>Lesson 12: Literature Introduction to Initial f, m, s, t, h, b (build vocabulary; distinguish rhyming from nonrhyming words; explore the sounds of initial f, m, s, t, h, b)—pp. 21-22</p> <p>Lesson 13: Initial /f/ • Recognizing and Writing Ff (match initial sounds; recognize initial /f/; identify picture names that begin with the sound of f; develop oral language; visually recognize F and f; print F and f)—pp. 23-24</p> <p>Lesson 14: Initial /f/ Ff (identify and isolate initial sounds; recognize initial /f/; recognize that Ff stands for /f/; print F and f)—pp. 25-26</p> <p>Lesson 19: Reviewing Initial f, m, s • Final /m/ (review initial f, m, s; recognize final /m/; match final sounds and categorize the word in a set that has a different sound; identify picture names that end with the sound of m)—pp. 35-36</p> <p>Lesson 29: Learn About a Special Game (listen to and discuss nonfiction text; understand cause and effect; demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—p. 55</p> <p>Lesson 30: Writing Initial f, m, s, t, h, b (draw and write in response to a picture prompt; use words with initial f, m, s, t, h, b in a piece of writing)—p. 56</p> <p>Lesson 31: Assessing Initial Consonants f, m, s, t, h, b (demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—pp. 57-58</p>
3-5	"Then and Now"	Short and long o	<i>Short o</i>
3-6	"The Lion and the Mouse"		<p>Lesson 75: Literature Introduction to Short Vowels (build vocabulary; produce rhyming words; identify vowels)—pp. 141-142</p> <p>Lesson 88: Phonemic Awareness /o/ • Recognizing and Writing Oo (match initial and medial sounds; recognize /o/; identify picture names with the sound of short o; visually recognize and print O and o; add phonemes to words)—pp. 167-168</p>



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Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			<p>Lesson 89: Sound to Symbol /o/ o (identify and isolate /o/; recognize that a can stand for /o/; print o; distinguish between vowels and consonants)—pp. 169-170</p> <p>Lesson 90: Blending with Short o (blend phonemes in CVC words; blend CVC words with short o; substitute phonemes in CVC words; distinguish between vowels and consonants)—pp. 171-172</p> <p>Lesson 91: Short o Decodable Reader (read decodable text; read short o words and high-frequency words in context; read a story independently; make predictions)—pp. 173-174</p> <p>Lesson 92: Reading/Writing Short o in Context (recognize and read CVC words with short o; use words with short vowel o in writing; review short vowel o)—pp. 175-176</p> <p>Lesson 93: Reviewing Short o (identify and write o for the short vowel sound /o/ in CVC words)—pp. 177-178</p> <p>Lesson 108: Learn About Our Legs (listen to and discuss nonfiction text; recognize facts; demonstrate recognition of short vowels)—pp. 207</p> <p>Lesson 109: Writing Short Vowels in Context (write words and sentences in response to a picture prompt; use CVC words with short vowels in a piece of writing)—pp. 208</p> <p>Lesson 110: Assessing Short Vowels (demonstrate sound-letter correspondences for the short vowels a, i, o, u, e; print short vowels to complete CVC words)—pp. 209-210</p> <p>Lesson 111: Take-Home Books: "At the Park" (listen and respond to a story; identify short vowels; recognize the singular and plural forms of frequently used words; dramatize a story)—pp. 211-212</p> <p style="text-align: center;"><i>Long o</i></p> <p>Lesson 112: Literature Introduction to Long Vowels (build vocabulary; produce rhyming words; identify long vowels a, i, o, u, e)—pp. 213-214</p> <p>Lesson 115: Phonemic Awareness /ō/ • Sound to Symbol /ō/ o_e (match medial sounds in CVCe words; make new words by substituting phonemes in CVCe words; recognize /ō/; recognize that o_e stands for /ō/; spell CVCe words with /ō/ o_e)—pp. 219-220</p> <p>Lesson 117: Reading /Writing Long a, i, o in Context (recognize and read long vowels a, i, o in words; use long a, i, o CVCe words in writing; print a name accurately)—pp. 223-224</p> <p>Lesson 121: Reviewing Long Vowels (identify picture names with long vowels a, i, o, u, e; identify picture names with the same long vowel sounds; print the letters that stand for long vowel sounds for a, i, o, u, e to complete words (CVCe, CVVC))—pp. 231-232</p> <p>Lesson 122: Learn About Food (listen and discuss nonfiction text; set a purpose for reading; demonstrate recognition of long vowels)—pp. 233</p> <p>Lesson 123: Writing Long Vowels in Context (write sentences in response to a picture prompt; use words with long vowels in a piece of writing (CWC, CVV, CVCe))—pp. 234</p> <p>Lesson 124: Assessing Long Vowels (demonstrate recognition of words with long vowels a, i, o, u, e (CVCe, CW, CWC); print letters that stand for long vowel sounds to complete words)—pp. 235-236</p> <p>Lesson 125: Take-Home Book: "My Plane Ride" (listen and respond to a story; identify and read long vowel words; recognize the singular and plural forms of frequently used words; understand sequence of events)—pp. 235-236</p>

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 4: Let's Go Exploring			Sadlier <i>Phonics</i> , Kindergarten Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	
4-1	"Rooster's Off to See the World"	Consonant /h/ h	<p>Lesson 12: Literature Introduction to Initial f, m, s, t, h, b (build vocabulary; distinguish rhyming from nonrhyming words; explore the sounds of initial f, m, s, t, h, b)—pp. 21-22</p> <p>Lesson 22: Initial /h/ • Recognizing and Writing Hh (match initial sounds; recognize initial /h/; identify picture names that begin with the sound of h; visually recognize H and h; print H and h)—pp. 41-42</p> <p>Lesson 23: Initial /h/ Hh (identify and isolate initial sounds; recognize initial /h/; recognize that Hh stands for /h/; print H and h)—pp. 43-44</p> <p>Lesson 26: Reviewing Initial t, h, b • Final /t/ and /b/ (review initial t, h, b; recognize final /t/ and /b/ and distinguish these from other sounds; match final sounds; identify picture names that end with /t/ and /b/)—pp. 49-50</p> <p>Lesson 29: Learn About a Special Game (listen to and discuss nonfiction text; understand cause and effect; demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—p. 55</p> <p>Lesson 30: Writing Initial f, m, s, t, h, b (draw and write in response to a picture prompt; use words with initial f, m, s, t, h, b in a piece of writing)—p. 56</p> <p>Lesson 31: Assessing Initial Consonants f, m, s, t, h, b (demonstrate sound-letter correspondence for initial f, m, s, t, h, b)—pp. 57-58</p>
4-2	"My Lucky Day"	Consonant /l/ Li	<p>Lesson 33: Literature Introduction to Initial l, d, c, n, g, w (build vocabulary; distinguish rhyming from non-rhyming words; explore the sounds of initial l, d, c, n, g, w)—pp. 61-62</p> <p>Lesson 34: Initial /l/ • Recognizing and Writing Li (identify and isolate initial sounds; recognize initial /l/; identify picture names that begin with the sound of l; visually recognize and print L and l)—pp. 63-64</p> <p>Lesson 35: Initial /l/ Li (segment onsets and rimes; recognize initial /l/; recognize that Li stands for /l/; print L and l)—pp. 65-66</p> <p>Lesson 40: Reviewing Initial l, d, c • Final /d/ (review initial l, d, c; match final sounds; recognize final /d/; categorize phonemes; identify picture names that do not end with /d/)—pp. 75-76</p> <p>Lesson 49: Reviewing Initial l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 93-94</p> <p>Lesson 50: Learn About Astronauts (listen to and discuss nonfiction text; draw conclusions; demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 95</p> <p>Lesson 51: Writing Initial l, d, c, n, g, w in Context (draw and write in response to a picture prompt; use words with initial consonants l, d, c, n, g, w in a piece of writing)—pp. 96</p> <p>Lesson 52: Assessing Initial Consonants l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w; identify picture names that begin with l, d, c, n, g, w)—pp. 97-98</p>
4-3	"One Little Mouse"	Consonant Blends	<p><i>*See Grade 1 instruction—</i> Grade 1 Unit 4: Consonant Blends—pp. 265-290</p>
4-4	"Goldilocks and the Three Bears"	Consonant /g/ g	<p>Lesson 33: Literature Introduction to Initial l, d, c, n, g, w (build vocabulary; distinguish rhyming from non-rhyming words; explore the sounds of initial l, d, c, n, g, w)—pp. 61-62</p> <p>Lesson 43: Initial /g/ • Recognizing and Writing Gg (recognize initial /g/; identify picture names that begin with the sound of g; visually recognize G and g; print G and g)—pp. 81-82</p> <p>Lesson 44: Initial /g/ Gg (identify and isolate initial sounds; blend onsets and rimes; recognize initial /g/; recognize that Gg stands for /g/; print G and g)—pp. 83-84</p> <p>Lesson 47: Reviewing Initial n, g, w • Final /n/ and /g/ (review initial n, g, w; identify the number and order of sounds; match final sounds; recognize final /n/ and /g/; identify picture names that end with the sounds of /n/ and /g/)—pp. 89-90</p>

*Go to <https://www.sadlierconnect.com> for online resources.



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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 4: Let's Go Exploring			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			Lesson 49: Reviewing Initial l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 93-94 Lesson 50: Learn About Astronauts (listen to and discuss nonfiction text; draw conclusions; demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 95 Lesson 51: Writing Initial l, d, c, n, g, w in Context (draw and write in response to a picture prompt; use words with initial consonants l, d, c, n, g, w in a piece of writing)—pp. 96 Lesson 52: Assessing Initial Consonants l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w; identify picture names that begin with l, d, c, n, g, w)—pp. 97-98
4-5	"If You Could Go to Antarctica"	Short and long e	<p style="text-align: center;"><i>Short e</i></p> Lesson 75: Literature Introduction to Short Vowels (build vocabulary; produce rhyming words; identify vowels)—pp. 141-142 Lesson 101: Phonemic Awareness /e/ • Recognizing and Writing Ee (match initial and medial sounds; recognize /e/; identify picture names with the sound of short e; visually recognize E and e; print E and e)—pp. 193-194 Lesson 102: Sound to Symbol /e/ (identify and isolate /e/; recognize that e can stand for /e/; print e)—pp. 195-196 Lesson 103: Blending with Short e (blend phonemes in a CVC word; segment and blend CVC words with short e; distinguish between vowels and consonants)—pp. 197-198 Lesson 104: Short e Decodable Reader (read decodable text; read short e words and high-frequency words in context; read a story independently; understand cause and effect)—pp. 199-200 Lesson 105: Reading / Writing Short e in Context (recognize and read short vowel e in words; use short vowel e words in writing; accurately print names)—pp. 201-202 Lesson 106: Reviewing e (review short vowel e; identify and write e for the short vowel sound lei in CVC words)—pp. 203-204 Lesson 108: Learn About Our Legs (listen to and discuss nonfiction text; recognize facts; demonstrate recognition of short vowels)—pp. 207 Lesson 109: Writing Short Vowels in Context (write words and sentences in response to a picture prompt; use CVC words with short vowels in a piece of writing)—pp. 208 Lesson 110: Assessing Short Vowels (demonstrate sound-letter correspondences for the short vowels a, i, o, u, e; print short vowels to complete CVC words)—pp. 209-210 Lesson 111: Take-Home Books: "At the Park" (listen and respond to a story; identify short vowels; recognize the singular and plural forms of frequently used words; dramatize a story)—pp. 211-212
4-6	"Abuela"		

KINDERGARTEN



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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 4: Let's Go Exploring			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			<p>Lesson 123: Writing Long Vowels in Context (write sentences in response to a picture prompt; use words with long vowels in a piece of writing (CWC, CVV, CVCe))—pp. 234</p> <p>Lesson 124: Assessing Long Vowels (demonstrate recognition of words with long vowels a, i, o, u, e (CVCe, CW,CWC); print letters that stand for long vowel sounds to complete words)—pp. 235-236</p> <p>Lesson 125: Take-Home Book: "My Plane Ride" (listen and respond to a story; identify and read long vowel words; recognize the singular and plural forms of frequently used words; understand sequence of events)—pp. 235-236</p>

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 5: Going Places			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
5-1	"Max Takes the Train"	Consonants /j/ Jj (Day 1); /w/ w (Day 2)	<p><i>Day 1: Consonant /j/ Jj</i></p> <p>Lesson 61: Initial /j/ • Recognizing and Writing Jj (segment onsets and rimes; recognize initial /j/; identify picture names that begin with /j/; visually recognize J and j; print J and j)—pp. 113-114</p> <p>Lesson 62: Initial /j/ Jj (blend onsets and rimes; recognize initial /j/; recognize that Jj stands for /j/; print J and j)—pp. 115-116</p> <p>Lesson 63: Reviewing Initial p, r, k, j • Final /p/ (review initial p, r, k, j; count and compare phonemes; recognize final /p/; identify picture names that do not end with /p/)—pp. 117-118</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p> <p>Lesson 71: Learn About Bread (listen to and discuss nonfiction text; classify objects; demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 135</p> <p>Lesson 72: Writing Initial p, r, k, j, q(u), v, y, z (write sentences in response to a picture prompt; use initial consonants in a piece of writing)—p. 136</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: "What's for Dinner?" (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p> <p><i>Day 2: Consonant /w/ w</i></p> <p>Lesson 45: Initial /w/ • Recognizing and Writing Ww (identify and isolate initial sounds; recognize initial /w/; identify picture names that begin with the sound of w; visually recognize W and w; print W and w)—pp. 85-86</p> <p>Lesson 46: Initial /w/ Ww (blend onsets and rimes; recognize initial /w/; recognize that Ww stands for /w/; print W and w)—pp. 87-88</p> <p>Lesson 49: Reviewing Initial l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 93-94</p> <p>Lesson 50: Learn About Astronauts (listen to and discuss nonfiction text; draw conclusions; demonstrate sound-letter correspondence for initial l, d, c, n, g, w)—pp. 95</p> <p>Lesson 51: Writing Initial l, d, c, n, g, w in Context (draw and write in response to a picture prompt; use words with initial consonants l, d, c, n, g, w in a piece of writing)—pp. 96</p>

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Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			Lesson 52: Assessing Initial Consonants l, d, c, n, g, w (demonstrate sound-letter correspondence for initial l, d, c, n, g, w; identify picture names that begin with l, d, c, n, g, w)—pp. 97-98
5-2	“Mayday! Mayday”	Consonant /ks/ x	Lesson 68: Final /ks/ Xx (match final sounds; recognize final /ks/; identify picture names that end with /ks/; recognize that final x stands for /ks/; print X and x)—pp. 127-128
5-3	“Trucks Roll!”	Short and long u	<i>Short u</i>
5-4	“The Little Engine that Could”		<p>Lesson 95: Phonemic Awareness /u/ • Recognizing and Writing Uu (match initial and medial sounds; recognize /u/; substitute phonemes in words; identify picture names with the sound of short u; visually recognize U and u; print U and u)—pp. 181-182</p> <p>Lesson 96: Sound to Symbol /u/ u (identify and isolate /u/; recognize that u can stand for /u/; print u)—pp. 183-184</p> <p>Lesson 97: Blending with Short u (segment and blend phonemes in a CVC word; blend CVC words with short u; distinguish between vowels and consonants)—pp. 185-186</p> <p>Lesson 98: Short u Decodable Reader (read decodable text; read short u words and high-frequency words in context; read a story independently; set a purpose for reading)—pp. 187-188</p> <p>Lesson 99: Reading/Writing Short u in Context (recognize and read short vowel u in words; use short vowel u words in writing)—pp. 189-190</p> <p>Lesson 100: Reviewing Short u (review short vowel u; identify and write u for the short vowel sound /u/ in CVC words)—pp. 191-192</p> <p>Lesson 108: Learn About Our Legs (listen to and discuss nonfiction text; recognize facts; demonstrate recognition of short vowels)—pp. 207</p> <p>Lesson 109: Writing Short Vowels in Context (write words and sentences in response to a picture prompt; use CVC words with short vowels in a piece of writing)—pp. 208</p> <p>Lesson 110: Assessing Short Vowels (demonstrate sound-letter correspondences for the short vowels a, i, o, u, e; print short vowels to complete CVC words)—pp. 209-210</p> <p>Lesson 111: Take-Home Books: “At the Park” (listen and respond to a story; identify short vowels; recognize the singular and plural forms of frequently used words; dramatize a story)—pp. 211-212</p> <p><i>Long u</i></p> <p>Lesson 112: Literature Introduction to Long Vowels (build vocabulary; produce rhyming words; identify long vowels a, i, o, u, e)—pp. 213-214</p> <p>Lesson 118: Phonemic Awareness /ōō/, /yōō/ • Sound to Symbol /ōō/ u_e, /yōō/ u_e (segment, blend, and identify phonemes in CVCe words; recognize /ōō/ and /yōō/; recognize that u_e can stand for /ōō/ and /yōō/; spell CVCe words with long u)—pp. 225-226</p> <p>Lesson 121: Reviewing Long Vowels (identify picture names with long vowels a, i, o, u, e; identify picture names with the same long vowel sounds; print the letters that stand for long vowel sounds for a, i, o, u, e to complete words (CVCe, CVVC))—pp. 231-232</p> <p>Lesson 122: Learn About Food (listen and discuss nonfiction text; set a purpose for reading; demonstrate recognition of long vowels)—pp. 233</p> <p>Lesson 123: Writing Long Vowels in Context (write sentences in response to a picture prompt; use words with long vowels in a piece of writing (CVC, CVV, CVCe))—pp. 234</p> <p>Lesson 124: Assessing Long Vowels (demonstrate recognition of words with long vowels a, i, o, u, e (CVCe, CW,CVC); print letters that stand for long vowel sounds to complete words)—pp. 235-236</p>

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 5: Going Places			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			Lesson 125: Take-Home Book: "My Plane Ride" (listen and respond to a story; identify and read long vowel words; recognize the singular and plural forms of frequently used words; understand sequence of events)—pp. 235-236
5-5	"On the Move!"	Consonants /v/ v (Day 1); /z/ Zz (Day 2)	<p>Day 1: Consonant /v/ v</p> <p>Lesson 54: Literature Introduction to Initial p, r, k, j, q(u), v, y, z (build vocabulary; develop nonsense and word play; explore the sounds of initial p, r, k, j, q(u), v, y, z)—pp. 101-102</p> <p>Lesson 65: Initial /v/ Vv (identify and isolate initial sounds; recognize initial /v/; identify picture names that begin with /v/; recognize that Vv stands for /v/; print V and v)—pp. 121-122</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p> <p>Lesson 71: Learn About Bread (listen to and discuss nonfiction text; classify objects; demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 135</p> <p>Lesson 72: Writing Initial p, r, k, j, q(u), v, y, z (write sentences in response to a picture prompt; use initial consonants in a piece of writing)—p. 136</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: "What's for Dinner?" (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p> <p>Day 2: Consonant /z/ Zz</p> <p>Lesson 54: Literature Introduction to Initial p, r, k, j, q(u), v, y, z (build vocabulary; develop nonsense and word play; explore the sounds of initial p, r, k, j, q(u), v, y, z)—pp. 101-102</p> <p>Lesson 67: Initial /z/ Zz (blend onsets and rimes; recognize initial /z/; identify picture names that begin with /z/; recognize that Zz stands for /z/; print Z and z)—pp. 125-126</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p> <p>Lesson 71: Learn About Bread (listen to and discuss nonfiction text; classify objects; demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 135</p> <p>Lesson 72: Writing Initial p, r, k, j, q(u), v, y, z (write sentences in response to a picture prompt; use initial consonants in a piece of writing)—p. 136</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: "What's for Dinner?" (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p>
5-6	"This Is the Way We Go to School"	Consonants /y/ y (Day 1); /kw/ Qu (Day 2)	<p>Day 1: Consonant /y/ y</p> <p>Lesson 54: Literature Introduction to Initial p, r, k, j, q(u), v, y, z (build vocabulary; develop nonsense and word play; explore the sounds of initial p, r, k, j, q(u), v, y, z)—pp. 101-102</p> <p>Lesson 66: Initial /y/ Yy (segment onsets and rimes; recognize initial /y/; identify picture names that begin with /y/; recognize that Yy stands for /y/; print Y and y)—pp. 123-124</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p>

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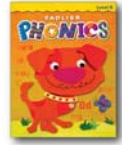


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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 5: Going Places			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
			<p>Lesson 71: Learn About Bread (listen to and discuss nonfiction text; classify objects; demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 135</p> <p>Lesson 72: Writing Initial p, r, k, j, q(u), v, y, z (write sentences in response to a picture prompt; use initial consonants in a piece of writing)—p. 136</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: "What's for Dinner?" (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p> <p style="text-align: center;">Day 2: Consonant /kw/ Qu</p> <p>Lesson 54: Literature Introduction to Initial p, r, k, j, q(u), v, y, z (build vocabulary; develop nonsense and word play; explore the sounds of initial p, r, k, j, q(u), v, y, z)—pp. 101-102</p> <p>Lesson 64: Initial /kw/ Qu qu (match initial sounds; recognize initial /kw/; identify picture names that begin with /kw/; recognize that Qu and qu stand for /kw/; print Qu and qu)—pp. 119-120</p> <p>Lesson 70: Reviewing Initial p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 131-132</p> <p>Lesson 71: Learn About Bread (listen to and discuss nonfiction text; classify objects; demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z)—pp. 135</p> <p>Lesson 72: Writing Initial p, r, k, j, q(u), v, y, z (write sentences in response to a picture prompt; use initial consonants in a piece of writing)—p. 136</p> <p>Lesson 73: Assessing Initial Consonants p, r, k, j, q(u), v, y, z (demonstrate sound-letter correspondences for initial p, r, k, j, q(u), v, y, z; print the letters p, r, k, j, q(u), v, y, z)—pp. 137-138</p> <p>Lesson 74: Take-Home Book: "What's for Dinner?" (listen and respond to a story; identify and name initial consonants p, r, k, j, q(u), v, y, z; recognize singulars and plurals; summarize a story)—pp. 139-140</p>

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 6: Putting It Together			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
6-1	"Building with Dad"	All consonants; short vowels <i>a</i> and <i>i</i>	Unit 2: Initial f, m, s, t, h, b —pp. 21-60; Unit 3: Initial l, d, c, n, g, w —pp. 61-100; Unit 4: p, r, k, j, q(u), v, y, z —pp. 101-140; Unit 5: Short Vowels: Short <i>a</i> —pp. 143-154; Short <i>i</i> —pp. 155-166
6-2	"Old MacDonald had a Woodshop"	All consonants; vowels <i>a, i,</i> and <i>o</i>	Unit 2: Initial f, m, s, t, h, b —pp. 21-60; Unit 3: Initial l, d, c, n, g, w —pp. 61-100; Unit 4: p, r, k, j, q(u), v, y, z —pp. 101-140; Short Vowels —pp. 141-212; Unit 6: Long Vowels —pp. 213-238
6-3	"Building Beavers"	All consonants; vowels <i>a, i, o,</i> and <i>e</i>	Unit 2: Initial f, m, s, t, h, b —pp. 21-60; Unit 3: Initial l, d, c, n, g, w —pp. 61-100; Unit 4: p, r, k, j, q(u), v, y, z —pp. 101-140; Short Vowels —pp. 141-212; Unit 6: Long Vowels —pp. 213-238
6-4	"Alistair and Kip's Great Adventure!"	All consonants; vowels <i>a, i, o, e,</i> and <i>u</i>	Unit 2: Initial f, m, s, t, h, b —pp. 21-60; Unit 3: Initial l, d, c, n, g, w —pp. 61-100; Unit 4: p, r, k, j, q(u), v, y, z —pp. 101-140; Short Vowels —pp. 141-212; Unit 6: Long Vowels —pp. 213-238
6-5	"The House That Tony Lives In"	All consonants; all vowels	Unit 2: Initial f, m, s, t, h, b —pp. 21-60; Unit 3: Initial l, d, c, n, g, w —pp. 61-100; Unit 4: p, r, k, j, q(u), v, y, z —pp. 101-140; Short Vowels —pp. 141-212; Unit 6: Long Vowels —pp. 213-238

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Scott Foresman <i>Reading Street</i> , Kindergarten — Unit 6: Putting It Together			Sadlier <i>Phonics</i> , Kindergarten
Unit/Wk.	Main Selection	Phonemic Awareness / Phonics	Correlated Instruction
6-6	“Ants and Their Nests”	All consonants; all vowels	Unit 2: Initial f, m, s, t, h, b —pp. 21-60; Unit 3: Initial l, d, c, n, g, w —pp. 61-100; Unit 4: p, r, k, j, q(u), v, y, z —pp. 101-140; Short Vowels —pp. 141-212; Unit 6: Long Vowels —pp. 213-238