



Foundational Skills



Whole Group
Teacher Guide

Grade K
Module 1



Foundational Skills
Whole Group Teacher Guide
Grade K Module 1



Copyright © 2027 Imagine Learning LLC
All Rights Reserved

Send all inquiries to:
Imagine Learning LLC
100 S. Mill Ave.
Tempe, AZ 85281

No part of this publication may be reproduced or transmitted in any form, by any means, electronic or mechanical, including photocopy, recording, or utilized by any information storage or retrieval system, without written permission from Imagine Learning LLC.

Original work by EL Education © 2017 (<https://eleducation.org/curriculum/language-arts/>), licensed under the Creative Commons Attribution 4.0 International License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0>). Modified by Imagine Learning LLC © 2027. This work is provided “as-is” and “as available” without representations or warranties of any kind concerning the CC BY 4.0 licensed work. See Section 5 of the CC BY 4.0 license for more information.

ISBN: 979-8-3691-2658-5

\$sprintcode

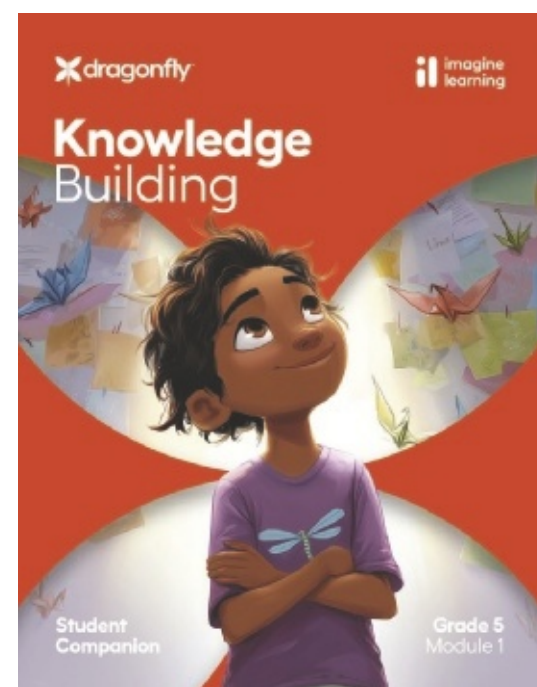
Welcome to Dragonfly

Grounded in the science of reading, knowledge-rich content, and immersive storytelling, *Dragonfly* turns K–5 classrooms into launchpads of imagination and exploration. It supports every teacher with an engaging framework that makes the knowledge-building literacy model approachable and intuitive to use. Compelling texts and playful media spark student curiosity, balancing rigor with whole-child learning, and inspire deep thinking and a lifelong love of literacy.

With *Dragonfly*, learning is transformed by fostering collaboration, confidence, and joy, ensuring every student is equipped with the literacy and life skills to thrive beyond the classroom.



Lift Off with Literacy



Dragonfly Empowers and Supports Every Teacher

Teacher-Friendly Design with Built-In Professional Learning

Embedded media models best-practice instruction and supports skill building.

Clear, Consistent Structure with Every Lesson

The knowledge-building program uses an Ignite, Apply, Connect, and Reflect model to help streamline prep and bring confidence and consistency to classroom instruction.

Built for the Flow of the School Day

Lessons fit naturally into classroom routines with transparent learning goals, efficient use of time, and embedded tools for ongoing data collection.

Deep Literacy Development, Every Day

Dragonfly builds both foundational skills and rich content knowledge through comprehensive coverage of all K–5 literacy standards, including reading, writing, speaking, listening, and language standards.



Writing Made Easy for Teachers

Integrated writing instruction is built into lessons, with clear modeling, scaffolded supports, and ready-to-use resources that simplify planning.

Grounded in What Works

Instruction is fully aligned with the science of reading and current research on effective literacy instruction.



**Ignite Curiosity. Dragonfly
Nurtures Student Wonder.**



Original Media That Sparks Imagination

Custom-created features captivate students and draw them into deeper exploration.

Whole-Child Engagement Through Multi-Modal Learning

Dynamic tools bring concepts to life and support diverse learners.

Real-World Tasks with Student Voice and Choice

Authentic performance tasks encourage ownership and creativity while offering meaningful ways to demonstrate mastery.

Engaging Texts That Fuel Wonder

Carefully curated authentic literature and nonfiction texts build essential knowledge while inspiring curiosity about the world.

Designed for Today's Learners

A vibrant, student-friendly platform with colorful materials and relatable characters meets the needs of multimedia-savvy kids.





Transform Learning. Built for Lifelong Literacy.

Brings the Science of Reading to Life

Dragonfly turns research into classroom-ready practice, making evidence-based literacy instruction actionable and effective.

Nurtures Development

Integrated opportunities for reflection, collaboration, and empathy help students grow as thoughtful learners and engaged citizens.

Knowledge That Connects Across Disciplines

Rich, real-world content bridges subject areas and invites students to explore, discover, and build common ground through compelling texts.

Flexible Delivery Responsive to Classroom Needs

Whether digital, print, or a blend of both, *Dragonfly* gives teachers the freedom to adapt instruction to what works best.

Ongoing Professional Learning, Every Step of the Way

Built-in supports, media models, and coaching resources ensure teachers feel confident and connected.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the science of reading into action, combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of *Dragonfly* is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding. *Dragonfly* strengthens language comprehension by developing:

- Background knowledge** through science- and content-aligned units.
- Vocabulary** in context through rich, complex texts.
- Verbal reasoning** through text-based discussions.
- Literacy knowledge** through exposure to a variety of genres and text types.
- Language structures** through frequent speaking and writing.

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading. Students build mastery in:

- Phonological Awareness** through engaging media and manipulatives.
- Decoding (and Spelling)** through practice using custom-made decodables.
- Sight Recognition** through automatic word recognition strategies.

Why Dragonfly Works

- Fully aligned to the **science of reading**
- Connects **knowledge-building** with skills practice — not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic



Skilled Reading

Dragonfly ensures students aren't just learning how to read — they're learning how to **think, communicate, and understand the world through reading.**

Increasingly Automatic



See It in Action



K-2

Foundational Skills Program

A Flight Plan to Reading Comprehension

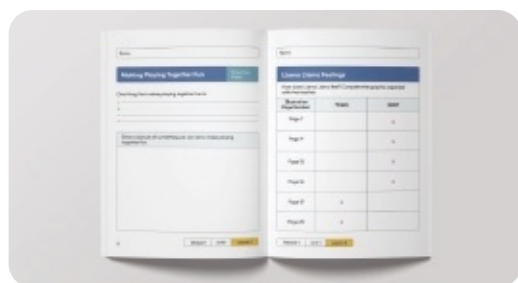
Dragonfly's Foundational Skills seamlessly integrate Dr. Ehri's four consolidated phases of reading and writing, using benchmark assessments at the beginning, middle, and end of the year to inform personalized student groupings. *Dragonfly* delivers:

- Whole-Group Instruction: engaging, on-grade-level lessons for all students
- Small-Group Differentiation: targeted, data-driven instruction tailored to each student's needs

Through explicit, systematic instruction, students will build essential foundational skills — phonemic awareness, phonics, decoding, encoding, and fluency. Repeated reading, decodable texts, and proven strategies build word recognition, boosting fluency and comprehension while empowering educators and guiding every child to become a confident reader.

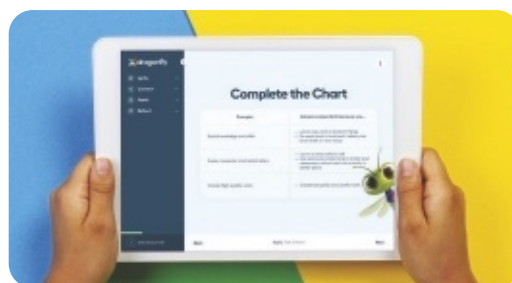


Student Components



Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way, whether as a whole group, in small groups, or independently.



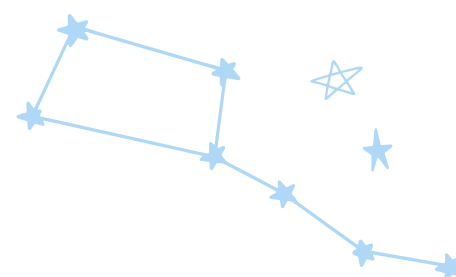
Student Digital Course

The Student Digital Course is packed with digital tools and interactive media. Whether learning as a class or in a small group, there's something exciting to explore at every turn.



Student Decodables

A vibrant set of decodable readers — built just for the program and packed with practice words and exciting stories — sparks curiosity, builds confidence, and makes reading an adventure.





Teacher Components

Teacher Guide — Whole-Group Instruction

The Teacher Guide is packed with clear, step-by-step lessons for reading and writing, the Whole Group Teacher Guide offers everything teachers need for powerful instruction.

Teacher Guide — Small-Group Instruction

The Small Group Teacher Guide provides targeted lessons to meet students where they are. With easy-to-follow plans for skill building, fluency, and comprehension, it's perfect for instruction and giving every learner the support they need to grow.

Teacher Digital Course

Resources to support the Student Digital Course include assessments and data tools.



Manipulatives

These resources are not only visually appealing but also purposefully designed to engage students and support their growth at every step of the learning process.

Our manipulatives include:

- Letter-Sound Cards
- Phoneme Cards
- Articulation Cards
- High-Frequency Word Cards
- Handwriting Practice Pages



Buzz into the Future of Reading with Dragonfly Digital

Dragonfly's digital platform empowers educators with a modern literacy curriculum designed for today's K–5 classrooms. With intuitive tools and built-in customization features, *Dragonfly* engages students through interactive, tailored learning experiences. Whether teaching whole-group or assigning individualized activities, educators can meet diverse needs — all from an easy-to-use, teacher-friendly interface.





See It in Action



Why Educators and Students Love Dragonfly Digital

Student-Centered Engagement

Digital activities are designed to capture young learners' attention with engaging dynamic media, interactives, and response tools.

Flexible Instructional Paths

Every lesson presentation includes multiple teaching options for whole-group, small-group, and individualized instruction, allowing educators to personalize learning experiences in real time.

At-Your-Fingertips Support

Teacher materials are chunked and placed at point of use, eliminating the need to search or prep in advance.

Build Your Own Library

Upload custom texts, images, and lessons into your personal library to reuse or share with your team.

Streamlined Assignments

Easily assign digital student work — all within the platform.

Assessment Made Simple

Track student progress with built-in tools for quick assessment and real-time data collection — informing instruction without the paperwork.

Simplify Your Day

Dragonfly is designed with teachers in mind — saving time while enhancing impact.

Engaging Media That Brings Learning to Life

Dragonfly’s program is enhanced by dynamic media that transforms instruction, making content come alive for students. Whether in Knowledge Building or Foundational Skills, our diverse range of media is seamlessly integrated to captivate learners, deepen understanding, and provide multimodal interactivity.

Dragonfly features exciting media types such as:



Foundational Skills

Sound Safari

It's a wild way to build strong phonemic awareness.



Foundational Skills

Face Time

Phonemes have never been this fun!



Knowledge Building

Discovery Point

Spark curiosity and deepen real-world connection.



Foundational Skills + Knowledge Building

Hands On!

These media items use a first-person perspective to guide kids through simple tasks, manipulatives, writing, and letter formation.





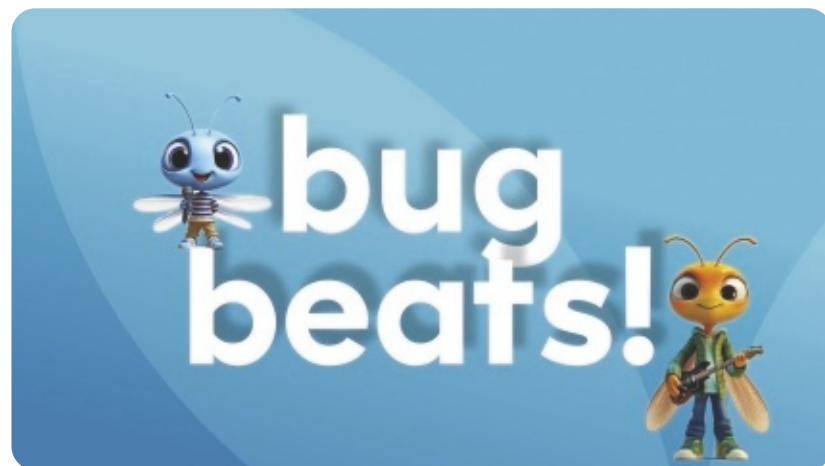
See It in Action



Knowledge Building

Class Clues

Engaging videos introduce and address common classroom pain points.



Foundational Skills

Bug Beats

Catchy, easy-to-follow songs are perfect for guiding students through skill shifts and exiting lessons.



Knowledge Building

Voyages

Unlock the world of learning with these engaging explainer videos.



Knowledge Building

WingsTV

These fun, short videos help students join discussions, share ideas with evidence, and learn academic words.



Data-Driven Assessment: Taking Student Success to the Skies

Assessment in *Dragonfly* is more than just a checkpoint — it’s a tool for growth. Our comprehensive approach combines diagnostic, formative, and summative assessments, empowering educators with insights and giving students multiple and diverse opportunities to demonstrate their learning.

A Smart Framework for Success

I+ A Screener (K–3)

Identifies early signs of reading challenges, including dyslexia.

I+ A Diagnostic

Targets specific learning needs and provides Lexile measures.

Benchmark Assessments

Guide grouping for skills instruction based on key literacy indicators at intervals throughout the year.

Embedded Formative Assessments

Help tailor instruction in real time.

Mid- and End-of-Unit Assessments

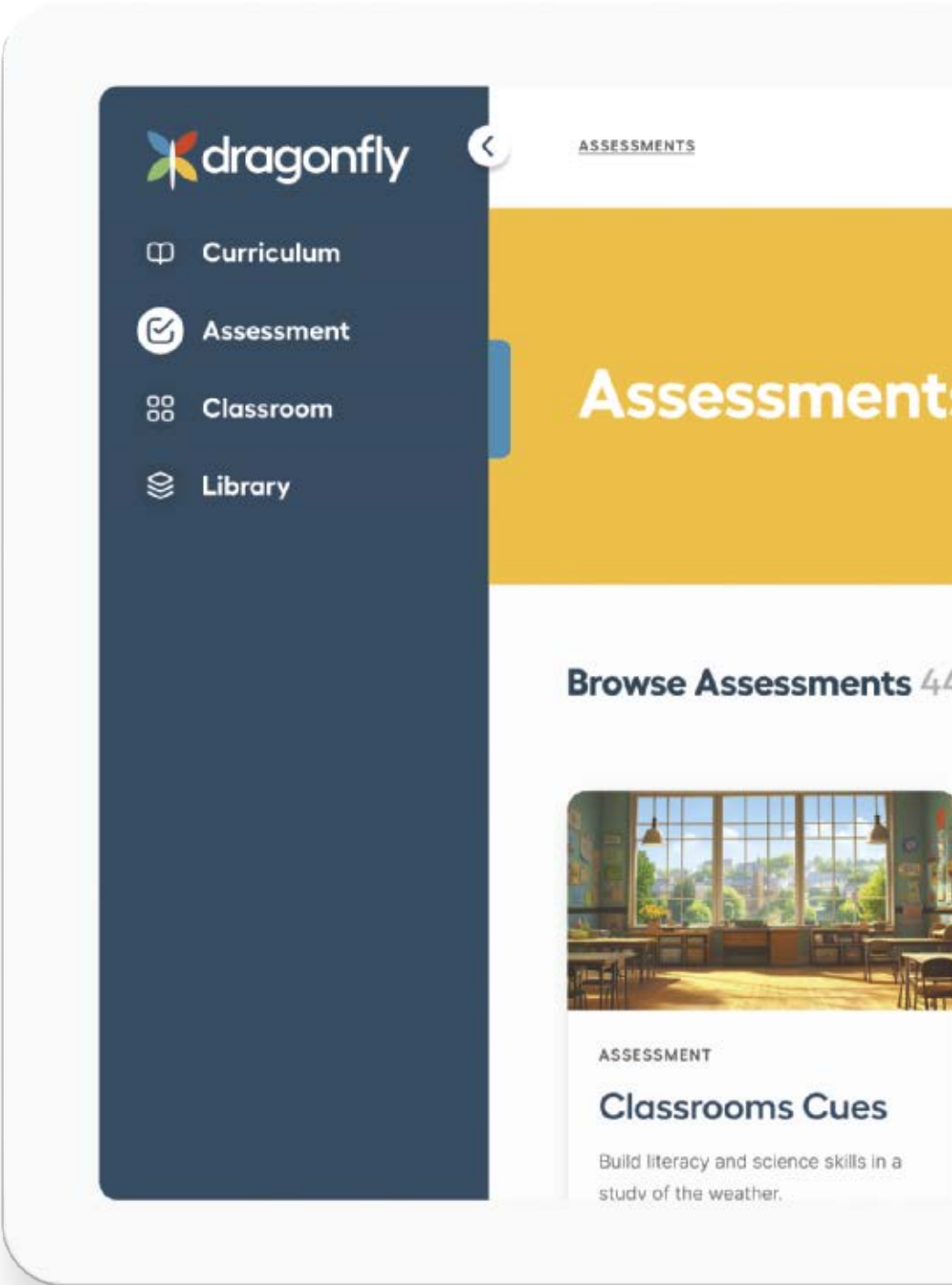
Measure content mastery, reading, and writing skills across genres.

Skills Checks (K–2)

Evaluate decoding, encoding, and foundational literacy skills.

State Test Preparation (3–5)

Provides practice for high-stakes testing with year-round assessments that mirror state testing.



See It in Action



Why Dragonfly Assessments?

Aligned to Standards

Supports consistent, grade-level learning.

Connected to Instruction

Reinforces key topics and genres in meaningful, engaging ways.

Predictable Structure and Frequency

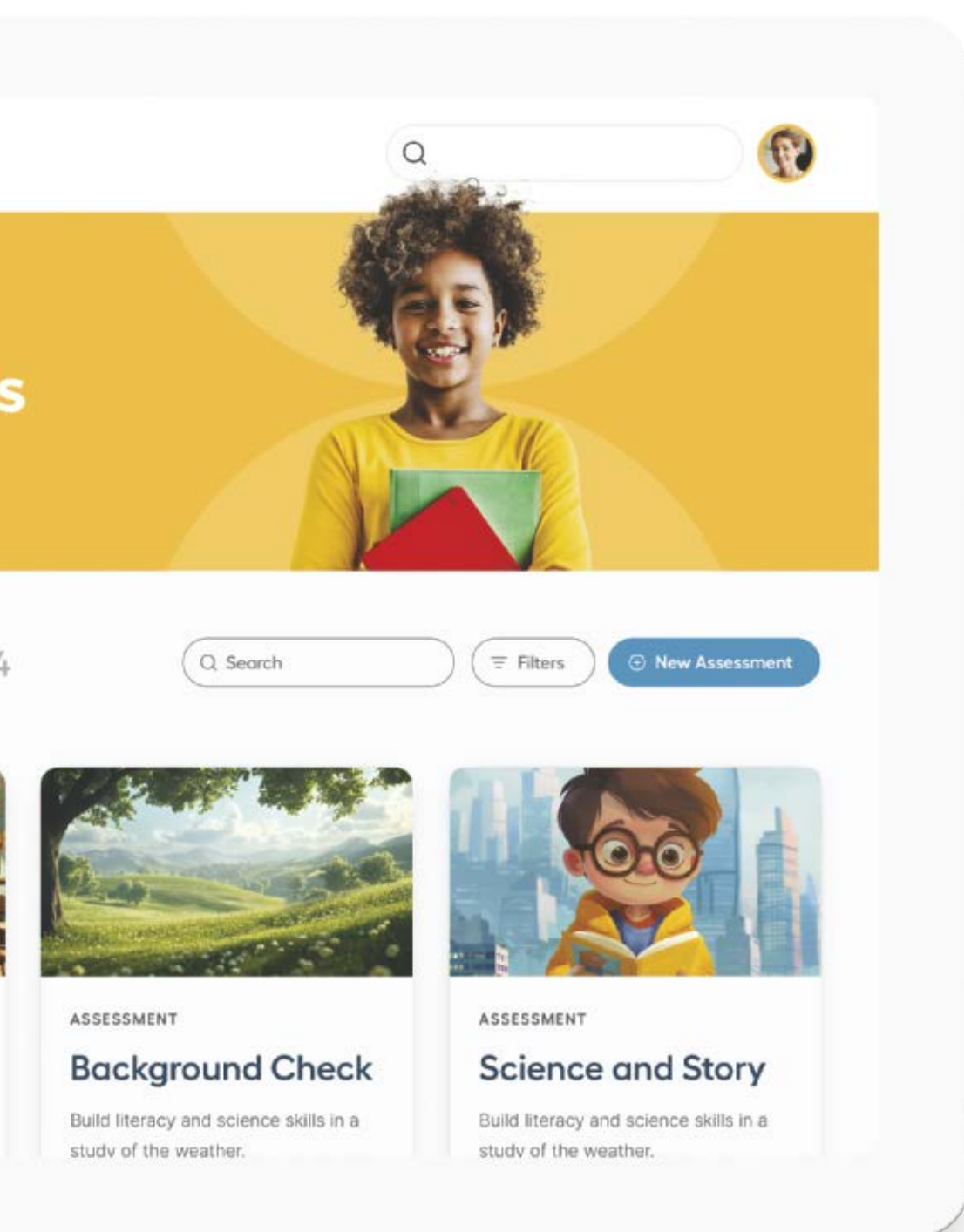
Supports both teachers and students.

Increasing Rigor over Time

Builds student mastery gradually.

Varied Item Types

Engages multiple learning modalities.



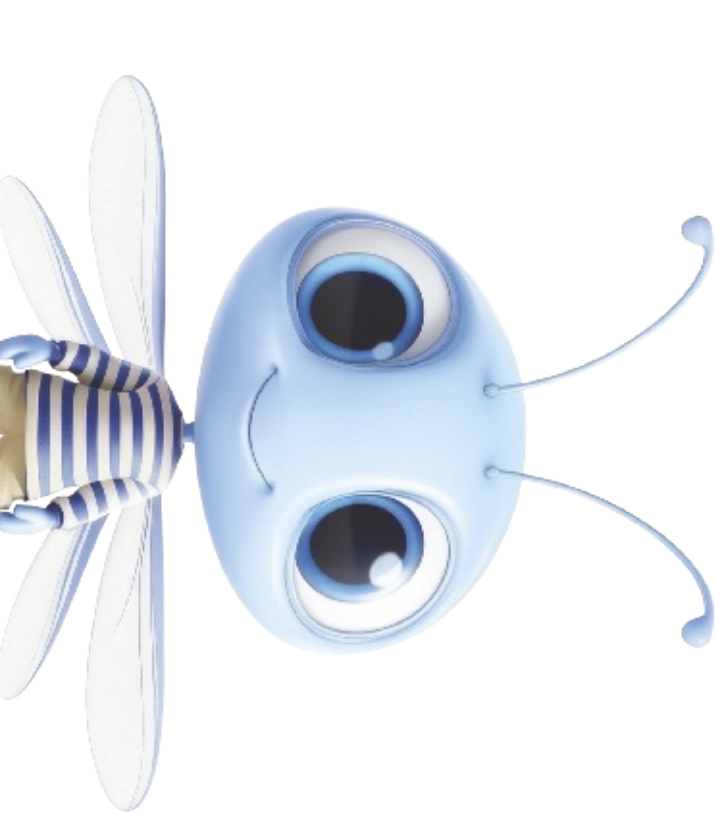


Table of Contents

MODULE 1

Module Overview	xxiv
-----------------------	------

Cycle 1

t as /t/

Cycle Overview	2
Lesson 1: Introduce Print Awareness Part 1	4
Lesson 2: Introduce Print Awareness Part 2	8
Lesson 3: Introduce Handwriting	12
Lesson 4: New Concept: Letters and Sounds	17
Lesson 5: New Concept: Handwriting	22

Cycle 2

a as /ă/

Cycle Overview	28
Lesson 1: New Concept: Letters and Sounds	30
Lesson 2: New Concept: Handwriting	36
Lesson 3: Introduce Poetry	42
Lesson 4: Introduce Phonological Awareness	48
Lesson 5: Introduce Rhyme	55

Cycle 3
m as /m/ and s as /s/

Cycle Overview	60
Lesson 1: New Concept: Letters and Sounds	62
Lesson 2: New Concept: Handwriting	69
Lesson 3: High-Frequency Words: Analysis	76
Lesson 4: Phonological Fun: Syllables	82
Lesson 5: Phonological Awareness: Poem Rhyming Pairs	88

Cycle 4
h as /h/ and i as /i/

Cycle Overview	94
Lesson 1: New Concept: Letters and Sounds	96
Lesson 2: New Concept: Handwriting	103
Lesson 3: High-Frequency Words: Analysis	111
Lesson 4: Phonological Awareness: Syllables	117
Lesson 5: Phonological Awareness: Poem Rhyming Pairs	123

Cycle 5
p as /p/, r as /r/, and c as /k/

Cycle Overview	128
Lesson 1: New Concept: Letters and Sounds	130
Lesson 2: New Concept: Handwriting	137
Lesson 3: High-Frequency Words: Analysis	146
Lesson 4: Phonological Awareness: Syllables	154
Lesson 5: Phonological Awareness: Poem Rhyming Pairs	160

CCSS Standards

Grade K	166
---------------	-----



Module 1

Module Description

Kindergarten Module 1 introduces core instructional routines that build foundational literacy skills. Students begin developing letter-sound correspondences for *t, a, m, s, h, i, p, r,* and *c* through direct instruction, handwriting practice, and read-aloud poems. High-frequency words such as *I, the, it,* and *my* are also introduced and reinforced across lessons.

Phonological awareness is developed through daily activities focused on auditory blending at the word, syllable, and onset-rime levels. Instruction includes concept of print routines, phonological drills, and targeted practice with rhyming and sound segmentation. Instruction also introduces systematic connections between letters and sounds. By the end of the module, students will be familiar with a range of letter names, sounds, and formations and will have built early decoding and oral language skills that support future reading development.

Module-at-a-Glance

Cycle 1

Concepts Introduced

t as /t/

Phonological and Phonemic Awareness

compound word blending

Cycle 2

Concepts Introduced

a as /ă/

Read-Aloud Poem

The Name Poem

Phonological and Phonemic Awareness

compound word blending

Cycle 3

Concepts Introduced

m as /m/ and *s* as /s/

High-Frequency Words

I

Read-Aloud Poem

My Marvelous Shoes

Phonological and Phonemic Awareness

syllable blending (two-syllable words)

Skills Check

Cycle 4

Concepts Introduced

h as /h/ and *i* as /i/

High-Frequency Words

the

Read-Aloud Poem

Harold's Hilarious Hat

Phonological and Phonemic Awareness

syllable blending (two-syllable words)

Cycle 5

Concepts Introduced

p as /p/, *r* as /r/, and *c* as /k/

High-Frequency Words

it, my

Read-Aloud Poem

Penny's Perfect Party

Phonological and Phonemic Awareness

onset-rime blending (one-syllable words)

Skills Check

Instructional Focus

t as /t/

Cycle Description

Cycle 1 launches foundational literacy learning with joyful, interactive routines that build oral language, print awareness, and early phonics knowledge. Students explore the connection between spoken and written language by naming objects, identifying their names in print, and distinguishing letters from words through playful activities. They engage in skywriting and guided handwriting, learning to identify, form, and associate the letter t with its sound /t/. Through songs, chants, and articulation practice, students begin attending to mouth movements and sound production. This cycle establishes essential routines and nurtures confidence and excitement for learning to read and write.

Instructional Routines Introduced in This Cycle:

- New Concept: Letters and Sounds (Lesson 4)
- Articulation: Face Time Videos (Lesson 5)
- New Concept: Handwriting (Lesson 5)
- Letter-Sound Chant (Lesson 5)

Cycle Lessons

LESSON 1	Introduce Print Awareness (Part 1)	4
LESSON 2	Introduce Print Awareness (Part 2)	8
LESSON 3	Introduce Handwriting	12
LESSON 4	New Concept: Letters and Sounds	17
LESSON 5	New Concept: Handwriting	22

Key



Introduce Print Awareness Part 1



Learning Targets

- I can name the word that goes with an object or action.
- I can say and identify my name.



Prepare in Advance

Teacher

- Student name cards (Create by writing each student's name on a card.)



Standards

Application

RF.K.1.B, SL.K.1.A, SL.K.4, SL.K.6, L.K.1.B, L.K.1.F



Agenda

Opening (9 minutes)

- Learning Targets
- What's the Word?
- Transition Song

Work Time (9 minutes)

- Learning Targets
- The Word We Heard

Reflect (2 minutes)

- Today I Learned
- Transition to Small Group



Total Lesson Time

20 minutes

Opening



Suggested Pacing: 9 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can name the word that goes with an object or action.

Application SL.K.1.A, SL.K.4, SL.K.6, L.K.1.B



Learning Target

I can name the word that goes with an object or action.

What's the Word?

1. Invite students to play a game called What's the Word?
SAY Let's play a game called What's the Word? I'll show you an object or an action, and you tell me the word for it.
ASK What is the word for this object? (*pencil*)
SAY That's right. This is a pencil. We use pencils to write.
2. Point to an object, like the door or a window in the classroom, and prompt students to identify it.
ASK What's the word for this object? (*Answers will vary based on the example given. Students may say door or window.*)
3. Repeat step 2 with two or three more objects in the classroom.
4. Act out a movement and prompt students to identify it, beginning with running in place.
SAY Those were things, or objects. Now, let's play the game with some actions. I'll show you an action, and you tell me the name for the action.
ASK What's the word for my action? (*run or running*)
5. Repeat step 4 with two or three more actions (examples: jump or jumping and sleep or sleeping).
6. Wrap up the instructional routine.
SAY There are many objects in the classroom and many ways that we move. We have words for every object or action.

Application SL.K.1.A, SL.K.4, SL.K.6, L.K.1.B

Transition Song

Gather students as a whole group and sing the suggested transition song.

- **SAY** Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can say and identify my name.

Application RF.K.1.B, SL.K.1.A, L.K.1.F



Learning Target

I can say and identify my name.

The Word We Heard

- Before instruction begins, create student name cards by writing each student's name on a card. Model introducing your name by displaying it on a name card and discussing the importance of names with students.

SAY We all have a special word that tells us who we are—our name. The word written on this name card is my name.
- Introduce the game The Word We Heard.

SAY Let's play a game to see what our names look like. The game is called The Word We Heard. We will practice saying and seeing each other's names.
- Model the chant using your name. (The chant example uses the name Alex.)

SAY *Alex is the word we heard,
Now, Alex is the word we see.
This is the word that shows that name,
And every time, it looks the same.*
- Repeat two more times, encouraging students to join in when they are comfortable.
- Guide students through the chant with a student volunteer. Place the volunteer's name card face down in front of the volunteer. Direct the student to hold up the name card upon hearing his or her name.

SAY I will sing a chant. When I say your name, you will flip over your card and hold it up for everyone to see.

SAY *[Student name] is the word we heard,
Now, [Student name] is the word we see.
This is the word that shows that name,
And every time, it looks the same.*
- Repeat two more times, encouraging students to join in when they are comfortable.
- Distribute student name cards face down to all participating students.
- Guide students through the chant, one by one, as each flips over his or her name card when the student's name is sung. Continue until all students have had a turn.
- Wrap up the instructional routine.

SAY Every one of us has a special and unique name we go by. Our names help tell the story of who we are and make us one of a kind. Let's always use them with kindness and care.





Differentiation

Approaching

- Some students may feel uncomfortable, particularly early in the year, when attention is drawn to them. Consider asking for volunteers when playing games involving names.

Application RF.K.1.B, SL.K.1.A, L.K.1.F

2

Reflect



Suggested Pacing: 2 minutes

Today I Learned

Say the sentence starter “Today, I learned . . .” and have the class echo the sentence while filling in their own reflections.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Introduce Print Awareness Part 2



Learning Targets

- I can say and identify my name.
- I can understand that words are made up of letters.



Prepare in Advance

Teacher

- Student name cards (teacher-created material)
- Word rocks cards (digital PDF)



Standards

Application

RF.K.1.B, SL.K.1.A, SL.K.4, SL.K.6, L.K.1.F



Agenda

Opening (9 minutes)

- Learning Targets
- The Word We Heard
- Transition Song

Work Time (9 minutes)

- Learning Targets
- Print Awareness: Word Rocks

Reflect (2 minutes)

- Turn and Talk
- Transition to Small Group



Total Lesson Time

20 minutes

Opening



Suggested Pacing: 9 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can say and identify my name.

Application RF.K.1.B, SL.K.1.A, L.K.1.F



Learning Target

I can say and identify my name.

The Word We Heard

1. Reintroduce the game The Word We Heard.

SAY In the last lesson, we played a game called The Word We Heard. We will play the game again, today. Remember that the word written on this name card is my name and you have a name card written with your name.

2. Review the chant using your name and name card. (The chant example uses the name Alex.)

SAY *Alex is the word we heard,
Now, Alex is the word we see.
This is the word that shows that name,
And every time, it looks the same.*

3. Repeat one more time, encouraging students to join in when they are comfortable.
4. Guide students through the chant with a student volunteer. Place the volunteer's name card face down in front of the volunteer. Direct the student to hold up the name card upon hearing his or her name.

SAY I will sing a chant. When I say your name, you will flip your card over and hold it up for everyone to see.

SAY *[Student name] is the word we heard,
Now, [Student name] is the word we see.
This is the word that shows that name,
And every time, it looks the same.*

5. Repeat one more time, encouraging students to join in when they are comfortable.
6. Distribute student name cards face down to all participating students.
7. Guide students through the chant, one by one, as each flips over his or her name card when the student's name is sung. Continue until all students have had a turn.
8. Wrap up the instructional routine.

SAY The last part of our chant says, "And every time it looks the same." Our name will always look pretty much the same everywhere it's written. Sometimes, it might be written in a different color, or it might be written big or little, but the letters and their order will always look the same.



Differentiation

Approaching

- Some students may feel uncomfortable, particularly early in the year, when attention is drawn to them. Consider asking for volunteers when playing games involving names.

Application RF.K.1.B, SL.K.1.A, L.K.1.F

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



Suggested Pacing: 9 minutes

9

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- Learning Target #1:** I can understand that words are made up of letters.

Application RF.K.1.B, SL.K.1.A



Learning Target

I can understand that words are made up of letters.

Print Awareness: Word Rocks

- Place the cut-up word rocks cards on the floor.
- Remind students that letters form words.

SAY Today, we will play a game called Word Rocks. We will be thinking about the difference between letters and words. Words are made up of letters, and letters come together in a specific order to make words that we can read and write.

- Introduce students to the game Word Rocks.

SAY Let's pretend that our floor is a pond. Our goal is to cross the pond by stepping on the right rock. Each rock has a letter or a word. Step carefully so you don't fall in.

- Show a few word rocks cards and explain the directives you will give as students cross the pond.

SAY For example, I might say, "Step onto a rock that has just one letter." You would search for a rock with one letter. I might say, "Step onto a rock that has a word with three letters." You would search for a rock with three letters.



5. Model the game with a volunteer, calling out directions for that student to follow. The order of steps may vary based on the placement of the student and the word rocks in your student circle.
 - SAY** Step onto a rock that has just one letter.
 - SAY** Step onto a rock that has a word with three letters.
 - SAY** Step onto a rock that has a word that starts with the letter *t*.
 - SAY** Step onto a rock that has a word with four letters.
6. Repeat with more volunteers as time allows. Mix up your callouts for students so that they experience a variety of letter and word exposures.
7. Wrap up the instructional routine.
 - SAY** You worked hard to carefully look at the rocks and figure out how many letters make up the words in front of you. Remember, words are made up of letters, and by paying attention to letters and their order, you're becoming amazing readers.



Differentiation

Approaching

- Some students may feel uncomfortable, particularly early in the year, when attention is drawn to them. Consider asking for volunteers first, then encourage participation from others.

MLL Support

- The emphasis of this game is to spotlight letter and word correspondence. Partnering MLLs with a fluent English speaker, when English letters feel more abstract, may be supportive for a language learner.

Application RF.K.1.B, SL.K.1.A

Reflect



2

Suggested Pacing: 2 minutes

Turn and Talk

Pair students and have them turn to their partner to share something each partner learned or enjoyed from the lesson. Afterward, call on a few pairs to share with the whole class.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Introduce Handwriting



Learning Targets

- I can identify the lines and shapes that form letters.
- I can draw lines and shapes to form letters.



Prepare in Advance

Teacher

- Student name cards (teacher-created material)

Student

- Student companion
 - Blank Dragonfly handwriting paper



Standards

Application

RF.K.1.B, SL.K.1.A, SL.K.4, SL.K.6



Agenda

Opening (9 minutes)

- Learning Targets
- Handwriting: Skywriting
- Transition Song

Work Time (9 minutes)

- Learning Targets
- Handwriting: Dragonfly Paper

Reflect (2 minutes)

- My Favorite Part
- Transition to Small Group



Total Lesson Time

20 minutes

Opening



Suggested Pacing: 9 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can identify the lines and shapes that form letters.

Application RF.K.1.B, SL.K.1.A



Learning Target

I can identify the lines and shapes that form letters.

Handwriting: Skywriting

1. Introduce the concept of skywriting.

SAY Today, we will be thinking about the shapes that make up the letters that we see in our names. We will practice writing these shapes by skywriting. Skywriting is when we lift our finger to the air and practice drawing a shape or a letter in the air as if we are writing in the sky.

2. Display your name on the board. (If your name does not include curved letters, use another sample name.) Look carefully at your name and remind students that it is made of letters. Then, count the number of letters in it.

SAY I want to remind you that words are made up of letters.

ASK How many letters make up my name? (Answers will vary based on the name given.)

3. Notice and point to the shapes of the letters in your name.

SAY Let's look carefully at the shape of these letters. Notice how some letters have curves, some have straight lines, and some have a mix of both.

4. Invite one or two volunteers to come up and find a straight line in a letter in your name.
5. Guide students to skywrite a straight line by extending their arm up and out and pulling straight down.

SAY Let's give this a try. Some letters have a straight line. Begin with your arm up and out, finger in the air. Then, pull your finger straight down.

6. Repeat one or two more times.
7. Invite one or two volunteers to come up and find a curved line in a letter in your name.
8. Guide students to skywrite a curved line by extending their arm up and out and curving it around and down, first in one direction, then in another.

SAY Now, let's try a curved line. Begin with your arm up and out. Then, pull your finger down, but this time, curve it around and down.

9. Repeat one or two more times, leading the curved line in a few directions.
 10. Encourage students to notice any other types of lines or shapes they see in your name. Invite students to skywrite those lines or shapes.
- ASK** Are there any other types of lines or shapes we might notice as we look at my name? (Answers will vary based on the name given but could include circle, dot, hump, or arch.)
11. Distribute the student name cards.
 12. Invite students to turn to a partner to describe the lines and shapes they see in their names.



13. If time allows, invite two or three volunteers to come up and show a curved and/or straight line in each volunteer's while other students skywrite the line.

14. Wrap up the instructional routine.

SAY All letters are made up of lines, curves, or both. As we learn more letters, we will practice skywriting those letters using these familiar lines and shapes.

Application RF.K.1.B, SL.K.1.A

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



Suggested Pacing: 9 minutes

9

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can draw lines and shapes to form letters.

Application RF.K.1.B, SL.K.1.A



Learning Target

I can draw lines and shapes to form letters.

Handwriting: Dragonfly Paper

1. Introduce the Dragonfly handwriting paper.

SAY Earlier, we noticed that some of the letters in our names have straight lines, some have curved lines, and some have both. Soon, we will meet the different letters and learn how to write them. We will do this by using an important material that we call Dragonfly handwriting paper.

2. Display the Dragonfly handwriting paper and invite students to share what they notice.

ASK What do you notice about this paper that makes it unique? (lines and sun, dragonfly, water, and fish symbols)



3. Notice and name the symbols on the left margin of the paper. Explain the purpose of the symbols.
SAY You may have noticed the pictures on the side of the lines. These pictures help us think about the placement of our lines and curves. We have the sun line, dragonfly line, river line, and fish line.
4. Guide students to notice the sun line. Use your finger to model reaching to the top of the line, or sun line, of one of the writing lines.
SAY Let's start at the top line. This is called the sun line. The sun line is the highest point that a letter will go.
ASK Using your skywriting finger, can you reach high in the sky like you are trying to touch the sun?
5. Guide students to notice the dragonfly line.
SAY Now, notice that the dragonfly line is the dotted line in the center. This line is important because it helps us guide many of our smaller letters.
6. Guide students to notice the river line and the fish line. Use your finger to model pointing low to the river line and the fish line.
SAY Notice that this picture looks like water. This is the river line. The river line is the base for all of our letters. A few letters will dip below the river line, but most letters sit on the river line. The fish line is for letters that extend below the river line. Imagine a fish that swims below the water. The fish line is for the letters that dip below the river line.
ASK Using your skywriting finger, can you reach low like you are reaching below the water for a fish?
7. Model drawing several straight lines of different lengths on the Dragonfly handwriting paper. Describe which lines you are touching as you draw the lines.
SAY For this line, I will start at the sun line and stop at the river line.
SAY For this line, I will start at the dragonfly line and stop at the river line.
8. Model drawing several curved lines of different shapes and sizes. These lines may include curved or zigzag shapes. Describe which lines you are touching as you draw the lines.
9. Direct students to the blank Dragonfly handwriting paper in the front of their student companion. Students will not be writing with a writing utensil and will only trace with their finger.
10. Guide students to trace curved, straight, diagonal, and zigzag lines step by step as you narrate the distance between the sun line and the fish line. Direct students to continue tracing additional examples as time allows.
SAY This is our chance to practice writing those lines and curves we practiced earlier on our Dragonfly handwriting paper. Remember, no lines or curves should go higher than the sun line or lower than the fish line.
11. Wrap up the instructional routine.
SAY As we've discussed, all letters are made up of lines, curves, or both. Now, we have a special material called Dragonfly handwriting paper that is going to help us begin to write letters in the right shape and size.

Differentiation

Approaching

- For students who need more support in staying between the sun line and the fish line, do the following:
 - Support students through a guided series of lines and curves after modeling each type of line.

Beyond

- For students who appear to have letter formation in their knowledge base, do the following:
 - Encourage students to try drawing familiar letters. The upcoming letters are *t* and *a*.

Application RF.K.1.B, SL.K.1.A

Reflect



2

Suggested Pacing: 2 minutes

My Favorite Part

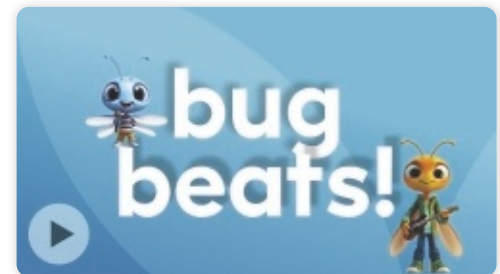
Say the sentence starter “My favorite part was . . .” and have the class echo the sentence while filling in their own reflections.

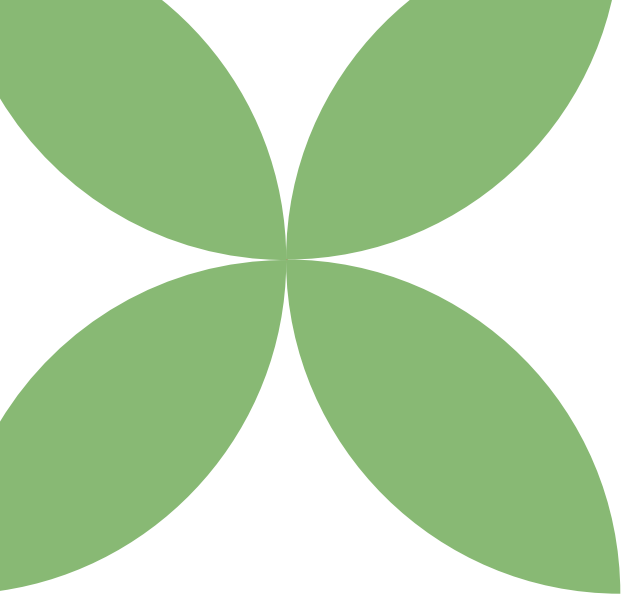
Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





New Concept: Letters and Sounds



Learning Targets

- I can recognize and name the uppercase and lowercase letter *t*.
- I can make the sounds for /t/.
- I can identify the lines and shapes that form letters.
- I can draw lines and shapes to form letters.



Prepare in Advance

Teacher

- Instructional materials for *t*
 - Letter-Sound Card: *t*
 - Articulation Card: /t/
- Sound Wall
- Setting Up Your Sound Wall (digital PDF)

Student

- Student companion
 - Handwriting page: *t*



Standards

Instruction

RF.K.1.D, RF.K.3.A

Application

RF.K.1.D, SL.K.1.A, SL.K.4, SL.K.6, L.K.1.A, L.K.2.C



Agenda

Opening (9 minutes)

- Learning Targets
- New Concept: Letters and Sounds
- Transition Song

Work Time (9 minutes)

- Learning Targets
- Handwriting: Vertical and Horizontal Lines

Reflect (2 minutes)

- Popcorn Reflection
- Transition to Small Group



Total Lesson Time

20 minutes



Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can recognize and name the uppercase and lowercase letter *t*.
- **Learning Target #2:** I can make the sounds for /t/.

Instruction RF.K.1.D, RF.K.3.A

Application SL.K.1



Learning Targets

1. I can recognize and name the uppercase and lowercase letter *t*.
2. I can make the sounds for /t/.

Letter *t* Introduction

1. Introduce the new concept: letters and sounds instructional routine.

SAY This year, we will be learning all of the letters of the alphabet and their sounds. There are 26 letters in the alphabet. Every one of them is important because each one represents a sound.

2. Introduce the tools used for this instructional routine, including the letter-sound card, articulation card, and sound wall. Display a sample of a letter-sound card and an articulation card and point to the location of your sound wall.

SAY We have three important tools in our classroom to help us as we learn our letters and the sounds that these letters represent.

SAY This is a letter-sound card. The letter-sound card will help us identify a letter and the keyword that helps us remember that letter and the sound it represents. For example, today, we will be learning about the letter *t*. We have a letter-sound card with a tiger on it to help us remember “*t*, tiger, /t/.”

SAY This is an articulation card. The articulation card will help us see how our mouths are shaped when we say the sound of each letter. Today, as we learn about the letter *t*, we will use the articulation card to help us properly say the sound /t/.

SAY The last important tool in our classroom is the sound wall. Our sound wall is like a map for our mouths. It helps us see and feel how to say each sound the right way.

SAY On our sound wall, we will keep articulation cards that show how our voices, lips, tongues, and teeth are positioned to make different sounds. If we're ever unsure about a sound, we can look at the sound wall to check if our mouths are making the sound the correct way.

SAY Each of these tools will help us learn our letters and the sounds they represent. The first letter we're going to learn about is the letter *t*.

3. Introduce the letter *t*.

SAY We are going to get to know one letter today: *t*. We will learn the name, sound, and keyword for this letter.

4. Show the *t* letter-sound card.

ASK What is this? (*tiger*)

SAY Yes, it's a tiger.

5. Introduce students to the /t/ sound.

SAY At the beginning of the word *tiger*, we hear the sound /t/.

SAY Listen to me say that sound again. *T* says /t/.

SAY Now, repeat after me. We'll do this three times. *T* says /t/. (*T* says /t/.)



6. Show the /t/ articulation card. Model the articulation of /t/.

SAY Let's look at how we make the sound /t/. Put the tip of your tongue on the bumps behind your front teeth and the sides of your tongue on the sides of your top teeth. Now, build up air and push it out of your mouth as the front of your tongue drops.

TACTILE CUE Clap on the /t/ sound.

7. Show the /t/ articulation card.

SAY This is going to help us remember how our mouths make the sound. We will add it to our sound wall.

8. Guide students to brainstorm words that start with /t/. Record student responses on the board.

SAY I wonder if we can think of more words that begin with the sound /t/.

ASK What is a word that begins with /t/? (Answers will vary.)

ASK What letter is making the /t/ sound in this word? (t)

SAY The letter *t* says /t/. I'm going to circle the letter *t* in the words we shared.

9. Wrap up the instructional routine.

SAY Now, we've met the letter *t*. When we see the letter again in our letter-sound chant, we'll say, "*t*, tiger, /t/." In the next lesson, we'll get to know this letter even better and learn how to write it.



Differentiation

Approaching

- If students need support identifying the picture provided for the letter *t*, offer more information, such as: "This animal is orange and black and lives in the jungle."

Instruction RF.K.1.D, RF.K.3.A

Application SL.K.1

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can identify the lines and shapes that form letters.
- **Learning Target #2:** I can draw lines and shapes to form letters.

Application RF.K.1.D, L.K.1.A, L.K.2.C



Learning Targets

1. I can identify the lines and shapes that form letters.
2. I can draw lines and shapes to form letters.

Handwriting: Vertical and Horizontal Lines

1. Introduce the lesson.

SAY In the previous lesson, we practiced skywriting shapes that we saw in the letters of our names. Today, we're going to practice skywriting and tracing straight lines with our finger. Straight lines that go up and down and side to side make up many of the letters that we will learn. These lines also make up the letter we learned today, *t*.

2. Display the lowercase letter *t* and invite the students to describe how it looks.

ASK When you see the lowercase letter *t*, what type of lines and shapes do you see? (straight lines, one going up and down and the other going sideways)

SAY Yes. We see a straight line that touches the sun line and goes down to the river line. We also see a shorter line that crosses at the dragonfly line.

3. Model skywriting the vertical (straight down) line.

SAY Let's give this a try. I will go first. Begin with your arm up and out, finger in the air. Then, pull your finger straight down.

4. Invite the students to practice skywriting the vertical line, emphasizing starting at the top and pulling straight down. Repeat one or two more times.

5. Model skywriting the horizontal (side-to-side) line using the numbers 1 and 2 to guide your line.

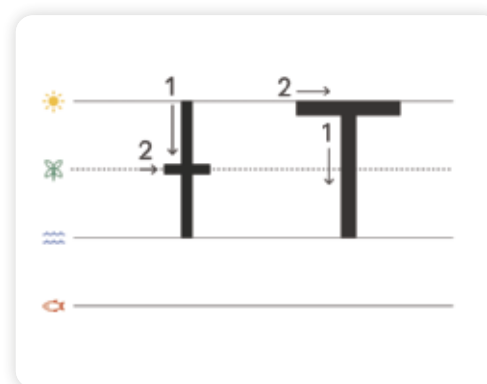
SAY When I try writing the horizontal, or side-to-side line, I will start with my finger pointing at the number 1. Then, I will move my arm straight across to point to the number 2.

6. Invite the students to practice skywriting the horizontal line. Emphasize starting on the left and moving to the right. Repeat one or two more times.

7. Distribute the student companions. Direct students to the handwriting paper for letter *t*. Students will not be writing with a writing utensil and will only trace with their finger.

SAY In the previous lesson, we learned about the symbols on the side of the lines of our special handwriting paper. Remember, these pictures help us think about the placement of the letters that we will write. We have the sun line, dragonfly line, river line, and fish line.

SAY The sun line is the highest point that a letter will go. The river line is the base for all of our letters. A few letters will dip below the river line, but most letters sit on the river line. The dragonfly line is the dotted line in the middle that helps guide our smaller letters.



8. Invite the students to practice using their finger to trace vertical and horizontal lines. Emphasize staying inside the sun line and the river line and across the dragonfly line.

SAY For our vertical line, or straight-down line, start at the sun line and stop at the river line.

SAY For our horizontal line, or side-to-side line, start at the 1 and end at the 2, moving along the dotted dragonfly line.

9. Wrap up the instructional routine.

SAY All letters are made up of lines, curves, or both. Today, we are beginning to think about the important placement of lines on the page. As we practice skywriting and begin to write on our handwriting paper, we will put these lines together to form the letters we are learning.



Differentiation

Approaching

- To help students develop the fine motor skills necessary for handwriting, consider having them practice tracing simple lines on a variety of surfaces. Focus on repetition, control, and correct pencil grip.

Application RF.K.1.D, L.K.1.A, L.K.2.C

Reflect



2

Suggested Pacing: 2 minutes

Popcorn Reflection

After learning a new skill (like letter sounds or a rhyming game), play Popcorn Reflection, where students “pop” up to say something they or a friend did well or learned during the lesson.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





New Concept: Handwriting



Learning Targets

- I can say the sound for the letter *t* and show how my mouth makes that sound.
- I can identify the name and say the sound of the letter *t*.
- I can write the lowercase and uppercase letter *t*.



Prepare in Advance

Teacher

- Letter-sound card for review: *t*

Student

- Student companion
 - Handwriting page *t*



Standards

Instruction

RF.K.2.B, RF.K.3.A, L.K.1.A, L.K.2.C

Application

RF.K.1.D, RF.K.3.A, RF.K.3.B, SL.K.1.A, SL.K.2, SL.K.4, SL.K.6



Agenda

Drill (2 minutes)

- Phonological Fun

Opening (6 minutes)

- Learning Targets
- Articulation: Face Time Videos
- Transition Song

Work Time (10 minutes)

- Learning Targets
- New Concept: Handwriting

Reflect (2 minutes)

- Pass the Microphone
- Transition to Small Group



Total Lesson Time

20 minutes

Drill



Suggested Pacing: 2 minutes

Phonological Fun



- Introduce the phonological fun drill.
 - SAY** In kindergarten, we will begin every day by playing with sounds. We'll start with large word parts and move to smaller sounds as the year goes on.
 - SAY** Today, we'll put two words together to make a new word. *Sun* and *set* make *sunset*.
 - SAY** I'll always show you how to do it first, then we'll try some together, and last you'll try some on your own.
- Model compound word blending of the word *headband*. As you say *head-*, display your right hand with an open palm. As you say *-band*, display your left hand with an open palm. Model bringing your hands together to touch, like a clap, as you say *headband*.
 - SAY** First, just listen. I'll say the word parts.
 - SAY** *head-*
 - SAY** *-band*
 - SAY** Now, watch me blend them: *headband*.
- Guide practice with compound word blending. Encourage students to use their hands to say each word and then bring their hands together to blend into a compound word.
 - SAY** Now, I want you to try some with me. Get your mouth and hands ready.
 - SAY** Say the words: *race-car*. (*race-car*)
 - SAY** Blend it: *racecar*. (*racecar*)
 - SAY** Say the words: *home-made*. (*home-made*)
 - SAY** Blend it: *homemade*. (*homemade*)
- Lead independent practice with compound word blending.
 - SAY** Let's do a few more. Try these by yourself. I'll say the smaller words. You repeat them, then blend them into one big word.
 - SAY** *sub-way* (*sub-way, subway*)
 - SAY** *wheel-chair* (*wheel-chair, wheelchair*)
 - SAY** *book-store* (*book-store, bookstore*)
 - SAY** *day-dream* (*day-dream, daydream*)

Instruction RF.K.2.B**Application** RF.K.1.D, RF.K.3.A, RF.K.3.B

Letter-Sound Chant



- Display the first letter-sound card.
 - SAY** Our keywords are our keys to unlocking the sounds for each letter. I'll show you how to practice this each day.
- Model the letter-sound chant for *t* and repeat it once.
 - SAY** Watch and listen.
 - SAY** *t, tiger, /t/*

- Prompt students to join in the letter-sound chant for *t*.

SAY Say it with me: *t*, tiger, /t/. (*t*, tiger, /t/)

- Wrap up the instructional routine.

SAY Great work blending word parts and practicing your letter sounds. Your brains are getting stronger for reading every day.

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Opening



6

Suggested Pacing: 6 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- Learning Target #1:** I can say the sound for the letter *t* and show how my mouth makes that sound.

Instruction RF.K.3.A

Application SL.K.2



Learning Target

I can say the sound for the letter *t* and show how my mouth makes that sound.

Face Time Video: /t/

- Introduce the Articulation: Face Time Videos instructional routine.

SAY Understanding how our mouths move when we say letters is important for us to learn to speak, read, and write well. When we make letter sounds, our voices, lips, tongues, and teeth work together as a team. If we know how to make those movements, we can hear and say the sounds clearly.

- Introduce the Face Time video.

SAY In the previous lesson, we learned our first letter, including its name, sound, and keyword: *t*, tiger, /t/.

We learned how our mouths make the sound for /t/. Today, we're going to watch a video of other students saying our keyword and sound. Let's pay attention to how their mouths make the sound so we can practice.

- Review the articulation for /t/.

SAY Remember, when you make the /t/ sound, you put the tip of your tongue on the bumps behind your front teeth and the sides of your tongue on the sides of your top teeth. Then, you build up air and push it out of your mouth as the front of your tongue drops.

- Lead students in practicing the correct articulation for /t/.

- Show the Face Time video for /t/.

ASK What do you notice about how the students' mouths made the /t/ sound? (Answers will vary but may include the teeth are separated or lips are separated a bit.)



6. Wrap up the instructional routine.

SAY By practicing how we move our mouths, we can say these sounds more clearly. Keep thinking about how we form the /t/ sound as you practice.

Instruction RF.K.3.A

Application SL.K.2

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



10

Suggested Pacing: 10 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can identify the name and say the sound of the letter *t*.
- **Learning Target #2:** I can write the lowercase and uppercase letter *t*.

Instruction L.K.1.A, L.K.2.C, RF.K.3.A

Application RF.K.1.D



Learning Targets

1. I can identify the name and say the sound of the letter *t*.
2. I can write the lowercase and uppercase letter *t*.

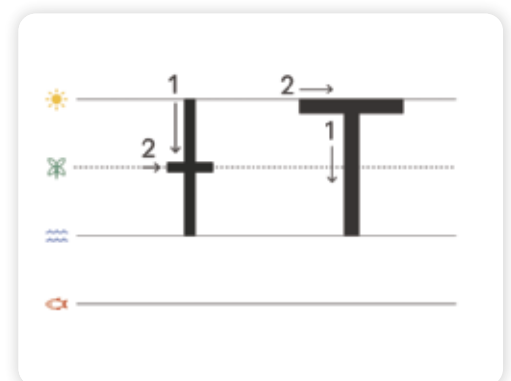
Letter *t*: Handwriting

I DO

1. Introduce the new concept: handwriting instructional routine.

SAY We've been practicing skywriting, finger tracing, and drawing straight and curved lines to get ready for writing letters. We've been learning that each letter has its own special shape, and when we write letters correctly, they are easier to read.

SAY When we learn a new letter, we'll learn its name, sound, and keyword. Then, we'll practice writing it using the right shapes and lines. We'll use our handwriting paper to practice as we learn new letters.



2. Introduce the lesson and review the sound for the letter *t*.

SAY In the previous lesson, we learned the name, sound, and keyword for the letter *t*. Today, we're going to learn how to write that letter. We will watch a video first to see how to write the letter, and then we will practice writing the letter in our student companions.

ASK What sound does the letter *t* make? (/t/)

SAY Now, I will say the sound and skywrite the lowercase letter *t*, and then you can do the same.

3. Model skywriting the letter *t* while saying the sound /t/.
4. Have students echo the sound and say the letter while skywriting: *t* says /t/. Repeat two or three times.
5. Direct students to the Dragonfly handwriting paper for letter *t* in their student companions.
6. Model the handwriting formation of lowercase *t*. Have students follow along as you write the letter using the following steps.

SAY Point to the sun line.

SAY Pull straight down to the river line.

SAY Pull a straight line from left to right across the dragonfly line.



WE DO

1. Show the Hands On! video for lowercase *t*. Guide students to follow along with the video and trace the letter step by step. Direct them to continue tracing additional examples as time allows. Circulate to assist students as needed.

YOU DO

1. Direct students to write the letter freehand on their Dragonfly handwriting paper, encouraging them to narrate the steps independently as they work. Circulate to assist students as needed, checking for proper pencil grip.
2. Repeat this process with uppercase *T* using the uppercase *T* handwriting lines and the Hands On! uppercase letter *T* video. Have students follow along as you write the letter using the following steps.

SAY Point to the sun line.

SAY Pull a straight line down to the river line.

SAY Pull a straight line from the left to the right across the sun line.

3. Wrap up the instructional routine.

SAY Today, we learned how to write the lowercase and uppercase letters for *t*. As you continue to practice, your handwriting will become smoother and clearer, helping you to share your ideas in new ways.

Differentiation

Approaching

- To help students develop the fine motor skills necessary for handwriting, consider having them practice tracing and drawing simple lines and curves on a variety of surfaces. Focus on repetition, control, and correct pencil grip. Encourage them to use straight lines, curved lines, circles, and arches, which are the foundational shapes for forming letters.

Multisensory Learning

- To support letter writing, consider tactile supports, such as having students finger-trace letters on textured surfaces.

Instruction L.K.1.A, L.K.2.C, RF.K.3.A

Application RF.K.1.D

Reflect



2

Suggested Pacing: 2 minutes

Pass the Microphone

After the lesson, gather students in a circle and pass around a “microphone” (a small object or pretend microphone). Have each student share one thing they learned or found interesting.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.



Instructional Focus

a as /ă/

Cycle Description

In Cycle 2, students deepen their understanding of letters, sounds, and spoken word structures through joyful, multisensory routines. They are introduced to the letter *a* as /ă/ and continue practicing *t* as /t/, using skywriting, articulation videos, and guided handwriting to build accuracy and confidence. A key instructional shift is the introduction of a weekly read-aloud poem, starting with “The Name Poem,” which models print concepts and builds phonological awareness through rhyme, syllables, and compound words. As students engage with these routines, they build foundational skills in a warm, playful environment that prepares them for more complex instruction.

Instructional Routines Introduced in This Cycle:

- Concepts of Print: Read-Aloud Poem (Lesson 3)
- Alphabetic Principle: Letter Search (Lesson 3)
- Phonological Awareness: Syllables (Lesson 4)
- Phonological Fun (Lesson 5)

Read-Aloud Poem

The Name Poem



Cycle Lessons

LESSON 1	New Concept: Letters and Sounds	30
LESSON 2	New Concept: Handwriting	36
LESSON 3	Introduce Poetry	42
LESSON 4	Introduce Phonological Awareness	48
LESSON 5	Introduce Rhyme	55

2020



New Concept: Letters and Sounds



Learning Targets

- I can recognize and name the uppercase and lowercase letter *a*.
- I can make the sound for /ă/.
- I can identify the lines and shapes that form letters.
- I can draw lines and shapes to form letters.



Prepare in Advance

Teacher

- Letter-sound card for review: *t*
- Instructional materials for *a*
 - Letter-sound card: *a*
 - Articulation card: /ă/

Student

- Student companion
 - Handwriting page: *a*



Standards

Instruction

RF.K.1.D, RF.K.2, RF.K.3.A

Application

RF.K.1.D, RF.K.3.A, RF.K.3.B, SL.K.1.A, SL.K.4, SL.K.6, L.K.1.A, L.K.2.C



Agenda

Drill (2 minutes)

- Phonological Fun

Opening (8 minutes)

- Learning Targets
- New Concept: Letters and Sounds
- Transition Song

Work Time (8 minutes)

- Learning Targets
- Handwriting: Curved and Diagonal Lines

Reflect (2 minutes)

- Today I Learned
- Transition to Small Group



Total Lesson Time

20 minutes

Drill



Suggested Pacing: 2 minutes

Phonological Fun

1. Introduce the compound word blending activity.

SAY This week, in drills, we will practice blending compound words. A compound word is a word made up of two real words. The word *sunset* is a compound word. It has two smaller words inside it: *sun* and *set*.

SAY We are going to blend two smaller words to make a compound word. First, listen as I say the two words. Then, listen as I blend those into one compound word.

2. Model compound word blending of the word *sailboat*. As you say *sail-*, display your right hand with an open palm. As you say *-boat*, display your left hand with an open palm. Model bringing your hands together to touch, like a clap, as you say *sailboat*.

SAY First, just listen. I'll say the word parts.

SAY *sail-*

SAY *-boat*

SAY Now, watch me blend them: *sailboat*.

3. Guide practice with compound word blending. Encourage students to use their hands to say each word and then bring their hands together to blend into a compound word

SAY Now, I want you to try some with me. Get your mouth and hands ready.

SAY Say the words: *tooth-brush*. (*tooth-brush*)

SAY Blend it: *toothbrush*. (*toothbrush*)

SAY Say the words: *pan-cake*. (*pan-cake*)

SAY Blend it: *pancake*. (*pancake*)

4. Lead independent practice with compound word blending.

SAY Let's do a few more. Try these by yourself. I'll say the smaller words. You repeat them, then blend to say the compound word.

SAY *air-port* (*air-port, airport*)

SAY *hot-dog* (*hot-dog, hotdog*)

SAY *bed-room* (*bed-room, bedroom*)

SAY *star-fish* (*star-fish, starfish*)



Instruction RF.K.2

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Letter-Sound Chant

1. Display the first letter-sound card.

SAY Now, let's say our letter-sound chant to help us remember the letters, keywords, and sounds we've learned.

2. Model the letter-sound chant for *t* and repeat it once.

SAY Watch and listen.

SAY *t, tiger, /t/*

3. Prompt students to join in the letter-sound chant for *t*.

SAY Say it with me: *t, tiger, /t/*. (*t, tiger, /t/*)



4. Repeat this process with *t*, tiger, /t/.
5. Wrap up the instructional routine.

SAY Great work blending compound words and practicing your letter sounds. Your brains are getting stronger for reading every day.

Instruction RF.K.2.D

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Opening



8

Suggested Pacing: 8 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can recognize and name the uppercase and lowercase letter *a*.
- **Learning Target #2:** I can make the sounds for /ă/.

Instruction RF.K.1.D, RF.K.3.A, RF.K.3.B

Application SL.K.1



Learning Targets

1. I can recognize and name the uppercase and lowercase letter *a*.
2. I can make the sounds for /ă/.

Letter *a* Introduction

1. Review the goal of the new concept: letters and sounds instructional routine.

SAY We have learned one new letter, *t*. We will learn a second letter today.

2. Remind students of the tools used in this routine.

SAY We have three important tools in our classroom to help us as we learn our letters and the sounds that these letters make.

SAY We have our letter-sound cards that help us identify the letters and their keywords. We have our articulation cards, which help us picture how our mouths should be shaped as we make the sounds of those letters.

SAY Our other important tool in the classroom is the sound wall. The sound wall will be the place where we keep all of our articulation cards.

3. Introduce the letter *a*.

SAY We are going to get to know a new letter today: *a*. Of the 26 letters in the alphabet, there are five letters that have extra-special jobs in words, and those letters are called vowels. The letter *a* is a vowel.

4. Show the *a* letter-sound card.

ASK What is this? (apple)

SAY Yes, it's an apple.



5. Introduce students to the /ă/ sound.

SAY At the beginning of the word *apple*, we hear the sound /ă/.

SAY Listen to me say that sound again. A says /ă/.

SAY Now, repeat after me. We'll do this three times. A says /ă/. (A says /ă/.)

6. Show the /ă/ articulation card. Model the articulation of /ă/.

SAY Let's look at how we make the sound /ă/. Open your mouth wide like you're going to take a big bite of an apple—your tongue should be flat and relaxed at the bottom of your mouth. Now, push the /ă/ sound out.

7. Show the /ă/ articulation card.

SAY This is going to help us remember how our mouth makes the sound. We will add it to our sound wall.

8. Guide students to brainstorm words that start with /ă/. Record student responses on the board.

SAY I wonder if we can think of more words that begin with the sound /ă/.

ASK What is a word that begins with /ă/? (Answers will vary.)

ASK What letter is making the /ă/ sound in this word? (a)

SAY The letter *a* says /ă/. I'm going to circle the letter *a* in the words we shared.

9. Wrap up the instructional routine.

SAY Now we've met the letter *a*. When we see the letter again in our letter-sound chant, we'll say *a*, apple, /ă/. In the next lesson, we'll get to know this letter even better and learn how to write it.

Differentiation

Approaching

- If students need support identifying the picture provided for *a*, offer more information. Example: "This is a fruit that grows on a tree and comes in red, green, and yellow colors."

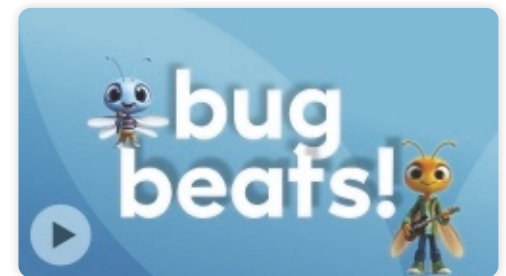
Instruction RF.K.1.D, RF.K.3.A

Application SL.K.1

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can identify the lines and shapes that form letters.
- **Learning Target #2:** I can draw lines and shapes to form letters.

Application RF.K.1.D, L.K.1.A, L.K.2.C



Learning Targets

1. I can identify the lines and shapes that form letters.
2. I can draw lines and shapes to form letters.

Handwriting: Curved and Diagonal Lines

1. Introduce the lesson.

SAY We have been practicing skywriting shapes that we see in familiar letters. Today, we're going to practice skywriting and tracing curved and diagonal lines with our finger.

2. Display the lowercase letter *a* on the board and invite the students to describe how it looks.

ASK When you see the lowercase letter *a*, what types of lines and shapes do you see? (*a curved line, almost like a partial circle, and a straight line that goes up and down*)

SAY Yes. One of the lines that we see is a curved line. A curved line is a line that bends and goes around, like a rainbow or a smile. It's not straight like a stick.

3. Model skywriting the curved line in the letter *a*.

SAY Let's give this a try. I will go first. Begin with your arm up and out and curve it around and down, first in one direction, then in another.

4. Invite the students to practice skywriting the curved line, emphasizing starting the curve at the top and arching around to the bottom. Repeat one or two more times.

5. Display the uppercase letter *A* and invite the students to describe how it looks.

ASK When you see the uppercase letter *A*, what types of lines and shapes do you see? (*straight lines, lines that lean to the side, and a short line connecting the two leaning lines*)

SAY Yes. Two of the lines that we see are what we call diagonal lines. Diagonal lines lean, or slant, like a slide at the playground. They're not straight up and down like a tree, and they're not side to side like the ground. Instead, they go at an angle.

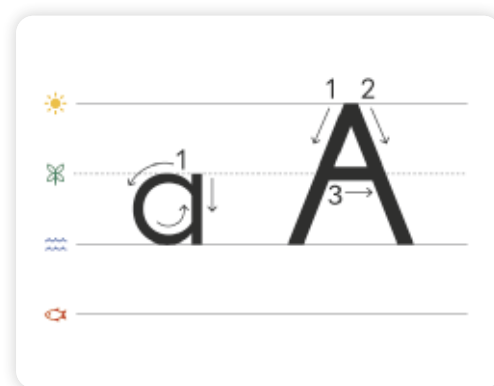
6. Model skywriting a diagonal line from the letter *A*.

SAY When I try writing the diagonal line, I start with my finger pointing up at the top and then pull down at an angle.

7. Invite the students to practice skywriting the diagonal line. Have them repeat one or two more times.

8. Distribute the student companions. Direct students to the Dragonfly handwriting paper for letter *a*. Students will not be writing with a writing utensil and will only trace with their finger.

SAY We've learned about the symbols on the side of the lines of our special Dragonfly handwriting paper. Remember, these pictures help us think about the placement of the letters that we will write. We have the sun line, dragonfly line, river line, and fish line.



SAY The sun line is the highest point that a letter will go. The river line is the base for all of our letters. A few letters will dip below the river line, but most letters sit on the river line. The dragonfly line is the dotted line in the middle that helps guide our smaller letters.

9. Invite the students to practice using their finger to trace curved and diagonal lines with an emphasis on staying inside the sun line and the river line.

SAY For our curved line, start at the dragonfly line and stop at the river line.

SAY For our diagonal lines, start at the sun line and pull down at an angle to the river line.

10. Wrap up the instructional routine.

SAY All letters are made up of lines, curves, or both, and today, we are beginning to think about the important placement of lines on the page. As we practice skywriting and begin to write on our Dragonfly handwriting paper, we will start to put these lines together to form the letters we are learning.



Differentiation

Approaching

- To help students develop the fine motor skills necessary for handwriting, consider having them practice tracing simple lines on a variety of surfaces. Focus on repetition, control, and correct pencil grip.

Application RF.K.1.D, L.K.1.A, L.K.2.C

Reflect



2

Suggested Pacing: 2 minutes

Today I Learned

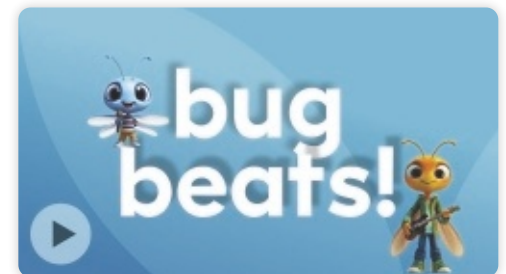
Say the sentence stem “Today, I learned . . .” and have the class echo the sentence while filling in their own reflections.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





New Concept: Handwriting



Learning Targets

- I can say the sound for the letter *a* and show how my mouth makes that sound.
- I can identify the name and say the sound of the letter *a*.
- I can write the lowercase and uppercase letter *a*.



Prepare in Advance

Teacher

- Letter-Sound cards for review: *a*, *t*

Student

- Student companion
 - Handwriting page *a*



Standards

Instruction

RF.K.1.D, RF.K.2.B, RF.K.3.A, RF.K.3.B, L.K.1.A, L.K.2.C

Application

RF.K.1.D, RF.K.3.A, RF.K.3.B, SL.K.1.A, SL.K.2, SL.K.4, SL.K.6



Agenda

- **Drill (2 minutes)**
 - Phonological Fun
- **Opening (6 minutes)**
 - Learning Targets
 - Face Time Video
 - Transition Song
- **Work Time (10 minutes)**
 - Learning Targets
 - New Concept: Handwriting
- **Reflect (2 minutes)**
 - Turn and Talk
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Phonological Fun



1. Begin phonological fun activity.

SAY Let's get our brains and hands ready for compound word blending.

SAY We'll say words and blend them into compound words.

2. Model compound word blending of the word *cupcake*. As you say *cup-*, display your right hand with an open palm. As you say *-cake*, display your left hand with an open palm. Model bringing your hands together to touch, like a clap, as you say *cupcake*.

SAY First, just listen. I'll say the word parts.

SAY *cup-*

SAY *-cake*

SAY Now, watch me blend them: *cupcake*.

3. Guide practice with compound word blending. Encourage students to use their hands to say each word and then bring their hands together to blend into a compound word.

SAY Now, I want you to try some with me. Get your mouth and hands ready.

SAY Say the words: *back-pack*. (*back-pack*)

SAY Blend it: *backpack*. (*backpack*)

SAY Say the words: *ball-park*. (*ball-park*)

SAY Blend it: *ballpark*. (*ballpark*)

4. Lead independent practice with compound word blending.

SAY Let's do a few more. Try these by yourself. I'll say the smaller words. You repeat them, then blend to say the compound word.

SAY *mail-box* (*mail-box, mailbox*)

SAY *arm-pit* (*arm-pit, armpit*)

SAY *card-board* (*card-board, cardboard*)

SAY *snow-man* (*snow-man, snowman*)

Instruction RF.K.2.B

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Letter-Sound Chant



1. Display the first letter-sound card.

SAY Our keywords are our keys to unlocking the sounds for each letter. I'll show you how to practice this each day.

2. Model the letter-sound chant for *t* and repeat it once.

SAY Watch and listen.

SAY *t, tiger, /t/*

3. Prompt students to join in the letter-sound chant for *t*.

SAY Say it with me: *t, tiger, /t/*. (*t, tiger, /t/*)

4. Repeat this process with *a*, apple, /ă/.
5. Wrap up the instructional routine.

SAY Great work blending syllables and practicing your letter sounds. Your brains are getting stronger for reading every day.

Instruction RF.K.2.B

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Opening



6

Suggested Pacing: 6 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can say the sound for the letter *a* and show how my mouth makes that sound.

Instruction RF.K.3.A, RF.K.3.B

Application SL.K.2



Learning Target

I can say the sound for the letter *a* and show how my mouth makes that sound.

Face Time Video: /ă/

1. Review the goal of the Articulation: Face Time Videos instructional routine.

SAY Today, we will learn about the sound that the letter *a* represents.

Remember, it is important for us to understand how our mouths move when we say letters. When we sound out letters, our voices, lips, tongues, and teeth work together. When we know how to make those movements, we can say the sounds clearly.

2. Introduce the Face Time video.

SAY Yesterday, we learned a new letter, including its name, sound, and keyword: *a*, *apple*, /ă/. We learned how our mouths make the sound for /ă/. Today, we're going to watch a video of other students saying our keyword and sound. Let's pay attention to how their mouths make the sound so we can practice.

3. Review the articulation for /ă/.

SAY Remember, when you make the /ă/ sound, you open your mouth wide like you're going to take a big bite of an apple—your tongue should be flat and relaxed at the bottom of your mouth. Now, push the /ă/ sound out.

4. Lead students in practicing the correct articulation for /ă/.

5. Show the Face Time video for /ă/.

ASK What do you notice about how the students' mouths made the /ă/ sound? (Answers will vary but may include **their mouths are open, and their lips are separated.**)

6. Wrap up the instructional routine.

SAY By practicing how we move our mouths, we can say these sounds more clearly. Keep thinking about how we form the /ă/ sound as you practice.

Instruction RF.K.3.A, RF.K.3.B

Application SL.K.2



Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



10

Work Time

Suggested Pacing: 10 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can identify the name and say the sound of the letter *a*.
- **Learning Target #2:** I can write the lowercase and uppercase letter *a*.

Instruction L.K.1.A, L.K.2.C, RF.K.3.A

Application RF.K.1.D

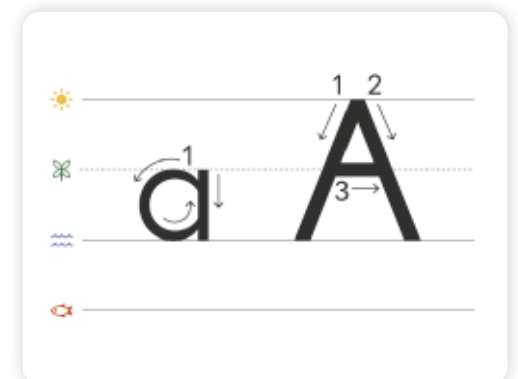
Learning Targets

1. I can identify the name and say the sound of the letter *a*.
2. I can write the lowercase and uppercase letter *a*.

Letter *a*: Handwriting

I DO

1. Review the goal of the new concept: handwriting instructional routine.
SAY We've been practicing skywriting, finger tracing, and drawing straight and curved lines to get ready for writing letters. We've learned that each letter has its own special shape, and when we write letters correctly, they are easier to read.
2. Introduce the lesson.
SAY Yesterday, we learned the name, sound, and keyword for the letter *a*. Today, we're going to learn how to write that letter.
3. Select a sound for review: /ă/.
SAY Now, I will say the sound and skywrite the lowercase letter *a*, and then you can do the same.
4. Model skywriting the letter *a* while saying the sound /ă/.
5. Have students echo the sound and say the letter while skywriting: *a* says /ă/. Repeat two or three times.
6. Direct students to the Dragonfly handwriting paper for letter *a* in their student companions.



7. Model the handwriting formation of lowercase *a*. Have students follow along as you write the letter using the following steps.

SAY Point to the dragonfly line.

SAY Pull straight back on the dragonfly line, curve down and around to the river line.

SAY Pull straight back down to the river line.

WE DO

1. Show the Hands On! video for lowercase *a*. Guide students to follow along with the video and trace the letter step by step. Direct them to continue tracing additional examples as time allows. Circulate to assist students as needed.

YOU DO

1. Direct students to write the letter freehand on their Dragonfly handwriting paper, encouraging them to narrate the steps independently as they work. Circulate to assist students as needed, checking for proper pencil grip.
2. Repeat this process with uppercase *A* using the uppercase *A* handwriting lines and the Hands On! uppercase letter *A* video. Have students follow along as you write the letter using the following steps.

SAY Point to the sun line.

SAY Pull down on a slant to the left, stopping at the river line.

SAY Pick up your pencil and pull down (again) on a slant to the right, stopping at the river line.

SAY Pull a straight line from left to right across the dragonfly line.

3. Wrap up the instructional routine.

SAY Today, we learned how to write the lowercase and uppercase letters for *a*. As you continue to practice, your handwriting will become smoother and clearer, helping you to share your ideas in new ways.



Differentiation

Approaching

- To help students develop the fine motor skills necessary for handwriting, consider having them practice tracing and drawing simple lines and curves on various surfaces. Focus on repetition, control, and correct pencil grip. Encourage them to use straight lines, curved lines, circles, and arches, which are the foundational shapes for forming letters.

Multisensory Learning

- To support letter writing, consider tactile supports, such as having students finger-trace letters on textured surfaces.

Instruction L.K.1.A, L.K.2.C, RF.K.3.A

Application RF.K.1.D

Reflect

*Suggested Pacing: 2 minutes*

Turn and Talk

Pair students and have them turn to a partner to share something they learned or enjoyed from the lesson. Afterward, call on a few pairs to share with the whole class.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Introduce Poetry



Learning Targets

- I can follow words from left to right and top to bottom.
- I can understand that words are separated by spaces in print.
- I can recognize and name the letters *t* and *a* in words.



Prepare in Advance

Teacher

- Letter-Sound Cards for review: *a*, *t*

Student

- The “Name Poem” (optional digital PDF)



Standards

Instruction

RF.K.1.A, RF.K.1.B, RF.K.1.D, RF.K.2.B, RF.K.3.A, RF.K.3.B

Application

RF.K.1.C, RF.K.1.D, RF.K.3.A, RF.K.3.B, SL.K.1.A, SL.K.4, SL.K.6



Agenda

- **Drill** (*2 minutes*)
 - Phonological Fun
- **Opening** (*6 minutes*)
 - Learning Targets
 - Concepts of Print: Poem
 - Transition Song
- **Work Time** (*10 minutes*)
 - Learning Targets
 - Alphabetic Principle: Letter Search
- **Reflect** (*2 minutes*)
 - My Favorite Part
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Phonological Fun



1. Begin phonological fun activity.

SAY Let's get our brains and hands ready for compound word blending.

SAY We'll say words and blend them into compound words.

2. Model compound word blending of the word *sunshine*. As you say *sun-*, display your right hand with an open palm. As you say *-shine*, display your left hand with an open palm. Model bringing your hands together to touch, like a clap, as you say *sunshine*.

SAY First, just listen. I'll say the word parts.

SAY *sun-*

SAY *-shine*

SAY Now, watch me blend them: *sunshine*.

3. Guide practice with compound word blending. Encourage students to use their hands to say each word and then bring their hands together to blend into a compound word.

SAY Now, I want you to try some with me. Get your mouth and hands ready.

SAY Say the words: *rain-coat*. (*rain-coat*)

SAY Blend it: *raincoat*. (*raincoat*)

SAY Say the words: *tea-cup*. (*tea-cup*)

SAY Blend it: *teacup*. (*teacup*)

4. Lead independent practice with compound word blending.

SAY Let's do a few more. Try these by yourself. I'll say the smaller words. You repeat them, then blend to say the compound word.

SAY *pop-corn* (*pop-corn, popcorn*)

SAY *base-ball* (*base-ball, baseball*)

SAY *tow-truck* (*tow-truck, towtruck*)

SAY *gold-fish* (*gold-fish, goldfish*)

Instruction RF.K.2.B

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Letter-Sound Chant

1. Display the first letter-sound card.

SAY Our keywords are our keys to unlocking the sounds for each letter. I'll show you how to practice this each day.

2. Model the letter-sound chant for *t* and repeat it once.

SAY Watch and listen.

SAY *t, tiger, /t/*

3. Prompt students to join in the letter-sound chant for *t*.

SAY Say it with me: *t, tiger, /t/*. (*t, tiger, /t/*)



4. Repeat this process with a, apple, /ă/.
5. Wrap up the instructional routine.
 - SAY** Great work blending compound words and practicing your letter sounds. Your brains are getting stronger for reading every day.

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Opening



6

Suggested Pacing: 6 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can follow words from left to right and top to bottom.
- **Learning Target #2:** I can understand that words are separated by spaces in print.

Instruction RF.K.1.A, RF.K.1.B

Application RF.K.1.C, SL.K.1.A



Learning Targets

1. I can follow words from left to right and top to bottom.
2. I can understand that words are separated by spaces in print.

Concepts of Print: Poem

The Name Poem

All names are awesome, from A to Z,
All names are tremendous, as terrific as can be!

Ask a friend to say their name,
Clap and snap, then do the same!
When friends chat, we listen with care,
All of our names are fun to share!

Abby the apple and Tad the tiger take a turn,
Say your name, too, so we can learn!
No matter what your name might be,
It's incredibly special, just like you and me!

1. Introduce the concepts of print poem instructional routine.

SAY For the next few weeks, we'll learn about letters and sounds by using fun poems. We'll listen, rhyme, and look for letters that match our new letters each week.

2. Introduce the poem "The Name Poem."

SAY Today, we're starting with "The Name Poem." Listen for words with the sounds /t/ and /ă/.

3. Read "The Name Poem" once, pointing to each word as it's read.

SAY Listen closely as I read this poem. Touch your nose if you hear our keywords for the next several lessons, *tiger* and *apple*.

4. Direct students to track your finger with their eyes as you point to each word during the first reading.

SAY Now, watch my finger as I read the poem. See how the words I say match the ones on the page. My finger follows the reading path, going from left to right and looping down to the next line when I get to the end of each line. Knowing how to follow the reading path—like following a treasure map—helps us read and understand stories.

5. Read "The Name Poem" a second time and encourage students to join in vocally wherever they feel ready.

SAY Now, we will read it again, and you can try reading along with me wherever you feel ready.

6. Explain that words are separated by spaces in print. Then, prompt students to count the number of words in two or three lines of the poem.

SAY Words are made up of letters, and the spaces between words tell us where words begin and end. In our poem, notice that the words are separated by spaces.

ASK How many words are in each line? Can you count them with me? (Answers will vary depending on which lines of the poem are chosen for counting.)

7. Review the last line of the second stanza. Then, invite all students to share their names.

SAY Before we wrap up our poem, I want us to look at the last line of our poem. It says, "All of our names are fun to share!"

ASK Can someone share what we have learned about names and why our names are important? (Answers will vary but could reference what students have learned in The Word We Heard game from prior lessons. For example, names are unique. They help tell who we are, and they look the same every time we see them.)

SAY Let's start with a friend whose name starts with the letter A and then move around the circle sharing our names.

8. Wrap up the instructional routine.

SAY Now that we have read the poem, we will get to spend time listening, rhyming, and playing with words from the poem.

Instruction RF.K.1.A, RF.K.1.B

Application RF.K.1.C, SL.K.1.A

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can recognize and name the letters *t* and *a* in words.

Instruction RF.K.1.D, RF.K.3.A, RF.K.3.B

Application SL.K.1.A



Learning Target

I can recognize and name the letters *t* and *a* in words.

Alphabetic Principle: Letter Search

The Name Poem

All names are awesome, from A to Z,
All names are tremendous, as terrific as can be!

Ask a friend to say their name,
Clap and snap, then do the same!
When friends chat, we listen with care,
All of our names are fun to share!

Abby the apple and Tad the tiger take a turn,
Say your name, too, so we can learn!
No matter what your name might be,
It's incredibly special, just like you and me!

1. Introduce the alphabetic principle: letter search instructional routine.
SAY Now that we are familiar with our poem, we'll go on a letter search.
2. Read the "The Name Poem," pointing to each word as you read it.
3. Read the poem again and encourage students to follow along and join in, reading aloud as they feel ready and comfortable.
4. Introduce the letter search.
SAY We have met two letters so far: *t* and *a*.
5. Remind students what the letter *t* looks like. Make binoculars with your hands to look for the letter *t* in the poem. Encourage students to do the same.
SAY We're going to be letter detectives. Let's look closely at the words to find the letter *t*. I see one right here.
SAY This word is *terrific* and it starts with the letter *t*. I can hear the /t/ sound at the beginning of the word *terrific*.
6. Prompt students to find more words that begin with the letter *t*. Mark the words for students and reiterate the letter-sound connection.
ASK Can you help me find more words in the poem that start with the letter *t*? (*to, tremendous, terrific, their, then, Tad, tiger, take, turn, and too*)

7. Repeat steps 5 and 6, finding examples of words that begin with the letter *a*. (*all, are, awesome, A, as, ask, Abby, and apple*)
8. Wrap up the instructional routine.

SAY Today, you listened to a poem and searched for letters we know by hearing the sounds at the beginning of the words.

A handout version of this poem is available for use as needed.

Instruction RF.K.1.D, RF.K.3.A, RF.K.3.B

Application SL.K.1.A

2

Reflect



Suggested Pacing: 2 minutes

My Favorite Part

Say the sentence starter “My favorite part was . . .” and have the class echo the sentence while filling in their own reflections.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Introduce Phonological Awareness



Learning Targets

- I can hear and count the syllables in words.
- I can blend syllables together to make a compound word.



Prepare in Advance

Teacher

- Letter-Sound Cards for review: *a, t*



Standards

Instruction

RF.K.2.B

Application

RF.K.1.D, RF.K.2.B, RF.K.3.A, RF.K.3.B, SL.K.1.A, SL.K.4, SL.K.6, L.K.5.C



Agenda

Drill (2 minutes)

- Phonological Fun

Opening (6 minutes)

- Learning Targets
- Introduce Phonological Awareness
- Transition Song

Work Time (10 minutes)

- Learning Targets
- Phonological Awareness: Syllables

Reflect (2 minutes)

- Popcorn Reflection
- Transition to Small Group



Total Lesson Time

20 minutes

Drill



Suggested Pacing: 2 minutes

Phonological Fun



- Begin the phonological fun activity.
 - SAY** Let's get our brains and hands ready for compound word blending.
 - SAY** We'll say words and blend them into compound words.
- Model compound word blending of the word *rainbow*. As you say *rain-*, display your right hand with an open palm. As you say *-bow*, display your left hand with an open palm. Model bringing your hands together to touch, like a clap, as you say *rainbow*.
 - SAY** First, just listen. I'll say the word parts.
 - SAY** *rain-*
 - SAY** *-bow*
 - SAY** Now, watch me blend them: *rainbow*.
- Guide practice with compound word blending. Encourage students to use their hands to say each word and then bring their hands together to blend into a compound word.
 - SAY** Now, I want you to try some with me. Get your mouth and hands ready.
 - SAY** Say the words: *air-plane*. (*air-plane*)
 - SAY** Blend it: *airplane*. (*airplane*)
 - SAY** Say the words: *dog-house*. (*dog-house*)
 - SAY** Blend it: *doghouse*. (*doghouse*)
- Lead independent practice with compound word blending.
 - SAY** Let's do a few more. Try these by yourself. I'll say the smaller words. You repeat them, then blend to say the compound word.
 - SAY** *fish-bowl* (*fish-bowl, fishbowl*)
 - SAY** *note-book* (*note-book, notebook*)
 - SAY** *cow-boy* (*cow-boy, cowboy*)
 - SAY** *sea-weed* (*sea-weed, seaweed*)

Instruction RF.K.2.B

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Letter-Sound Chant



- Display the first letter-sound card.
 - SAY** Our keywords are our keys to unlocking the sounds for each letter. I'll show you how to practice this each day.
- Model the letter-sound chant for *t* and repeat it once.
 - SAY** Watch and listen.
 - SAY** *t, tiger, /t/*
- Prompt students to join in the letter-sound chant for *t*.
 - SAY** Say it with me: *t, tiger, /t/*. (*t, tiger, /t/*)

4. Repeat this process with *a*, apple, /ă/.
5. Wrap up the instructional routine.

SAY Great work blending compound words and practicing your letter sounds. Your brains are getting stronger for reading every day.

Application RF.K.1.D, RF.K.3.A, RF.K.3.B

Opening



Suggested Pacing: 6 minutes

6

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can blend syllables together to make a compound word.

Application RF.K.2.B



Learning Target

I can blend syllables together to make a compound word.

Introduce Phonological Awareness

1. Introduce phonological awareness drills.

SAY To become strong readers and writers, we need to listen to words and break them into smaller parts, like puzzle pieces. I'll guide you as we practice together. Sometimes, we'll take words apart, sometimes we'll put them together, and later, we'll even change sounds to make new words. Once we know this routine, we'll do it at the start of some lessons.

2. Begin compound-word blending practice.

SAY We are going to blend smaller words to make bigger compound words. First, I will say two words separately. Then, I will blend those words together into one word. Listen first. Then, it will be your turn to blend the words together.

3. Model compound-word blending of the word *snowman*. As you say *snow-*, display your right hand with an open palm. As you say *-man*, display your left hand with an open palm. Repeat one time.

SAY *snow-man, snow-* (right hand), *-man* (left hand)

4. Model bringing your hands together to touch, like a clap, as you say *snowman*.

SAY Blend them together: *snowman*.

5. Guide practice with compound-word blending. Encourage students to use their hands to say each part of the word and bring their hands together to blend.

SAY Now, I want you to practice some with me. Get your mouth and hands ready.

SAY *foot-ball* (*foot-ball*)

SAY Blend them. (*football*)



SAY tooth-brush (*tooth-brush*)

SAY Blend them. (*toothbrush*)

6. Lead independent practice with compound-word blending.

SAY note-book (*note-book, notebook*)

SAY moon-light (*moon-light, moonlight*)

SAY hot-dog (*hot-dog, hotdog*)

SAY dog-house (*dog-house, doghouse*)

SAY star-fish (*star-fish, starfish*)

SAY cup-cake (*cup-cake, cupcake*)

SAY back-pack (*back-pack, backpack*)

7. Wrap up the instructional routine.

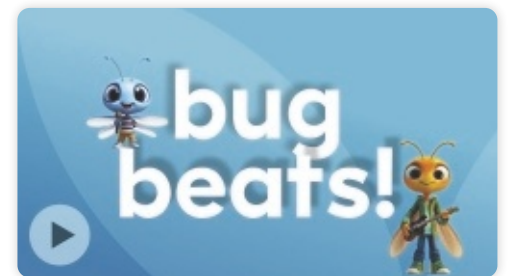
SAY When we blend smaller words together to make compound words, we can hear a new word. We understand how words fit together. This makes it easier to read, spell, and understand bigger words as we grow.

Application RF.K.2.B

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



10

Work Time



Suggested Pacing: 10 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can hear and count the syllables in words.

Instruction RF.K.2.B

Application L.K.5.C



Learning Target

I can hear and count the syllables in words.

Phonological Awareness: Syllables

The Name Poem

All names are awesome, from A to Z,
All names are tremendous, as terrific as can be!

Ask a friend to say their name,
Clap and snap, then do the same!
When friends chat, we listen with care,
All of our names are fun to share!

Abby the apple and Tad the tiger take a turn,
Say your name, too, so we can learn!
No matter what your name might be,
It's incredibly special, just like you and me!

1. Introduce the phonological awareness: syllables instructional routine.

SAY We began today by putting smaller words together to make bigger words. All words have a beat and rhythm. That beat and rhythm is what we call a syllable.

ASK Can you say that word with me? *Syllable. (syllable)*

2. Introduce the concept of syllables.

SAY A syllable is a word part that has a beat when we say it. Some words have one syllable, like *dog*, or two syllables, like *starfish*, *star-fish*. Some words have even more syllables, like *banana*, *ba-na-na*, or *watermelon*, *wa-ter-mel-on*. We can clap or tap to hear the beats in words and break them into parts.

3. Display “The Name Poem” and read it aloud with enthusiasm, expression, and rhythm.

SAY Our poem, “The Name Poem,” has words with different syllables. Let’s listen to it. I’ll read it aloud with rhythm and expression, and we can listen for the syllables in the words.

4. Model how to make little drumsticks with two fingers from each hand: Tap together the index and middle fingers of your right hand against the same two fingers of your left. Monitor students as they make drumsticks with their fingers.

5. Guide students in practicing tapping syllables from a few words with a variety of syllables: *fish*, *popcorn*, *hopping*, and *elephant*.

6. Reread the poem aloud, this time emphasizing the syllables as you tap them out with students. Encourage students to read with you as they feel comfortable.

7. Use words from the poem for more targeted syllable practice. Recite the first two lines of the poem again while tapping as students listen: “All names are awesome, from A to Z, / All names are tremendous, as terrific as can be!”

SAY Say *awesome*.

SAY Now, say *awesome* again, and use your fingers to tap out the syllables.

ASK How many beats are in the word *awesome*? *(two)*

SAY There are two beats in the word *awesome*. Remember, a beat is a syllable, so that means there are two syllables in the word *awesome*.

ASK What is the first syllable we hear in the word *awesome*? (*awe-*)

ASK What is the second syllable in the word *awesome*? (*-some*)

8. Repeat step 7 with the words *can* and *terrific*.

9. Give context for how words have different syllables.

SAY Some words have one syllable, or beat, like the word *can*. And some words have more than one syllable, or beat. The word *terrific* has three: *ter-rif-ic*.

10. Repeat step 7 with the poem's remaining lines, using the words *snap*, *listen*, and *special*.

11. Wrap up the instructional routine.

SAY Today, you listened to a poem and heard the syllables, or beats, in words. Syllables help give our words rhythm, just like music. Keep listening for beats in words all around you.



Differentiation

Multisensory Learning

- Consider substituting the tapping of fingers with marching in place or the gentle tapping of a knee with one hand, for students who need a more gross-motor-oriented method.

Approaching

- For students who have difficulty managing the timing and coordination involved in physically marking each beat in spoken words, allow them to recite the beat slowly instead. It can be challenging for young students to differentiate the number of beats in a spoken word from the number of printed words on a page.
- Tap each beat directly under the corresponding syllable in words with two or more syllables. By doing so, you are connecting the visual representation of the word to the beat that the students are hearing.

Beyond

- For students who have mastered identifying beats and blending two-syllable words together, consider repeating this activity with three-syllable words from the poem.

Instruction RF.K.2.B

Application L.K.5.C

Reflect



2

Suggested Pacing: 2 minutes

Popcorn Reflection

After learning a new skill (such as letter sounds or a rhyming game), play Popcorn Reflection, where students “pop” up to say something they or a friend did well or learned during the lesson.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Introduce Rhyme



Learning Targets

- I can recognize when words rhyme.
- I can think of my own rhyming words.



Prepare in Advance

Teacher

- This lesson does not require advance preparation of any materials.



Standards

Instruction

RF.K.2.A

Application

SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6



Agenda

- **Drill (2 minutes)**
 - Phonemic Awareness: Sound Safari
- **Opening (6 minutes)**
 - Learning Targets
 - Rhyme
 - Transition Song
- **Work Time (10 minutes)**
 - Learning Targets
 - Poem Rhyming Pairs
- **Reflect (2 minutes)**
 - Pass the Microphone
 - Transition to Small Group

20

Total Lesson Time
20 minutes

Drill



2

Suggested Pacing: 2 minutes

Phonemic Awareness: Sound Safari for /ă/

1. Show the Sound Safari video for /ă/.

SAY Let's watch our Sound Safari video. Sound Safari will show us animals saying words with our focus phonemes, or sounds, for the week.

SAY Let's watch and listen carefully for the /ă/ sound.

2. Prompt students for phoneme isolation.

SAY I heard the /ă/ sound in many words.

ASK In the video, which words have the /ă/ sound? (*apples, ants, grab, dance, and so on.*)

SAY Yes, all of those words have the /ă/ sound. Let's say that sound together— /ă/. (/ă/)



Phonemic Awareness: Sound Safari for /t/

1. Show the Sound Safari video for /t/.

SAY Let's watch and listen carefully for the /t/ sound.

2. Prompt students for phoneme isolation.

SAY I heard the /t/ sound in many words.

ASK In the video, which words have the /t/ sound? (*water, tree, carrot, tasty, etc.*)

SAY Yes, all of those words have the /t/ sound. Let's say that sound together— /t/. (/t/)



Application RF.K.2

Opening



6

Suggested Pacing: 6 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can recognize when words rhyme.
- **Learning Target #2:** I can think of my own rhyming words.

Instruction RF.K.2.A

Application SL.K.1.A, SL.K.1.B



Learning Targets

1. I can recognize when words rhyme.
2. I can think of my own rhyming words.

Rhyme

1. Introduce the phonological awareness practice of rhyming.

SAY A rhyme is when two words sound the same at the end, like *cat* and *hat* or *sun* and *fun*. In rhymes, the beginning sounds of the word can be different, but the ending sounds stay the same. Rhyming words are like word friends because they have matching ending sounds. We hear rhymes in songs, poems, and stories, and they make words fun to say and remember.



SAY When we listen for rhymes, we train our ears to hear how words sound alike. We will play rhyming games by finding words that match, making silly rhymes, and listening for rhymes in our poems.

2. Model an example and a nonexample of a set of rhyming words.

SAY I'm going to say two words: *dog, log*.

SAY These two words sound the same at the end. They both have the /ɒg/ ending sounds.

SAY Now, I'm going to say two new words: *dog, ship*.

SAY These two words do not have the same ending sounds. One has the /ɒg/ ending sound, and the other has the /ɪp/ ending sound.

3. Guide students to practice listening for rhymes.

SAY Now, I'm going to say two words, and you will give a thumbs-up if the words rhyme or a thumbs-down if the words do not rhyme.

SAY *ball, tall* (thumbs-up; they rhyme)

SAY *win, jet* (thumbs-down; they do not rhyme)

SAY *cake, lake* (thumbs-up; they rhyme)

SAY *frog, bog* (thumbs-up; they rhyme)

SAY *tree, car* (thumbs-down; they do not rhyme)

SAY *play, clay* (thumbs-up; they rhyme)

4. Generate rhyming words together.

SAY Let's see if we can create our own lists of rhyming words. I am going to say a word, and you will call out words that rhyme with that word.

ASK What words rhyme with *bat*? (Answers will vary but may include *hat, rat, mat, sat, fat, pat, cat, that, flat, and chat*.)

SAY That's correct. These words all end with the /ăt/ ending.

CHECK FOR SUCCESS: Clarify any misconceptions about words that may or may not rhyme with /ăt/ endings.

5. Repeat with the words *rock* and *bee*.

ASK What words rhyme with *rock*? (Answers will vary but may include *sock, block, clock, dock, and lock*.)

ASK What words rhyme with *bee*? (Answers will vary but may include *see, tree, free, me, we, key, three, and tea*.)

6. Wrap up the instructional routine.

SAY The more we practice rhyming, the better we get at hearing the letter sounds that make up words. Remember that the beginning of rhyming words can be different, but the ending sounds match.



Instruction RF.K.2.A

Application SL.K.1.A, SL.K.1.B

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can recognize when words rhyme.
- **Learning Target #2:** I can think of my own rhyming words.

Instruction RF.K.2.A

Application SL.K.1.A, SL.K.1.B



Learning Targets

1. I can recognize when words rhyme.
2. I can think of my own rhyming words.

Poem Rhyming Pairs

The Name Poem

All names are awesome, from A to Z,
All names are tremendous, as terrific as can be!

Ask a friend to say their name,
Clap and snap, then do the same!
When friends chat, we listen with care,
All of our names are fun to share!

Abby the apple and Tad the tiger take a turn,
Say your name, too, so we can learn!
No matter what your name might be,
It's incredibly special, just like you and me!

1. Introduce the phonological awareness: poem rhyming pairs instructional routine.
SAY Now that we've practiced rhyming words, let's try it with "The Name Poem." In the coming weeks, we'll look for rhyming pairs in poems and notice how the words share familiar endings.
2. Reread "The Name Poem" aloud, this time emphasizing the rhyming words at the end of each line. Encourage students to read with you as they feel comfortable.
3. Model interacting with the rhyming pair from the first two lines of the poem: *Z* and *be*. Choose an interaction based on classroom makeup, which could include having students jump, clap, snap, or high-five a partner when they hear the second word in the rhyming pair.
4. Invite students to interact with the rhyming pair with you.
SAY Let's listen for rhyming pairs in our poem.
5. Read the first two lines of the poem again, encouraging students to follow along and join reading aloud as they feel ready and comfortable. Students should react when they hear the word *be*.
ASK What are the words in our rhyming word pair? (*Z* and *be*)
ASK What part of the word makes them rhyme? The beginning or the end? (*end*)

6. Repeat step 5 with the remainder of the poem, looking for students to react to the rhyme on the words *same*, *share*, *learn*, and *me*.
7. Introduce a partner discussion about creating words that rhyme with the poem pairs. Invite students to talk to a partner or whisper the answer into their hand. Prepare to have students share responses with the class.

SAY Today, two rhyming words we found were *be* and *Z*.

ASK What are other words that rhyme with those words? (*Answers will vary.*)
8. Wrap up the instructional routine.

SAY Today, you listened to a poem and found pairs of words that rhyme. We will do this routine each week as we explore our new poem.



Differentiation

Beyond

- Consider extending Work Time to include pointing to each word as students recite it, having them say “stop” when they’ve reacted to a rhyming word. Mark those words. Invite students to notice if they see anything similar in those words.

Instruction RF.K.2.A

Application SL.K.1.A, SL.K.1.B

2

Reflect



Suggested Pacing: 2 minutes

Pass the Microphone

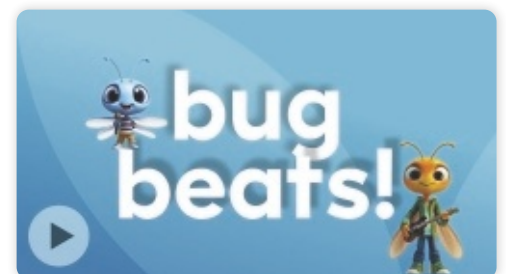
After the lesson, gather students in a circle and pass around a “microphone” (a small object or pretend microphone). Have students share one thing they learned or found interesting.

Application SL.K.1.A, SL.K.4, SL.K.6

Transition to Small Group

Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.



Instructional Focus

m as /m/ and s as /s/

Cycle Description

In Cycle 3, students explore letter-sound correspondence with *m* as /m/ and *s* as /s/, identifying these sounds in spoken words and connecting them to print. Phonological awareness instruction focuses on blending syllables, while songs, rhymes, and movement reinforce sound recognition. Students continue handwriting practice with focused fine motor instruction. With the foundational work of earlier cycles complete, students and teachers settle into the core instructional structure that will continue throughout the module. Predictable routines build confidence, support consistent expectations, and establish a steady rhythm for ongoing literacy development in a joyful and supportive environment.

Assessment

At the end of the cycle, a Skills Check provides an opportunity to assess key learning from Cycles 1–3, including the following:

- letter identification
- letter formation
- letter-sound correspondence
- high-frequency words

Instructional Routines Introduced in This Cycle:

- High-Frequency Words: Analysis (Lesson 3)
- High-Frequency Words: Review (Lesson 5)
- Phonological Awareness: Rhyming Pairs Activity (Lesson 4)
- Phonological Awareness: Poem Rhyming Pairs (Lesson 5)

Read-Aloud Poem

My Marvelous Shoes



High-Frequency Words



Cycle Lessons

LESSON 1	New Concept: Letters and Sounds	62
LESSON 2	New Concept: Handwriting	69
LESSON 3	High Frequency Words: Analysis	76
LESSON 4	Phonological Awareness: Syllables	82
LESSON 5	Phonological Awareness: Poem Rhyming Pairs	88

CCSS Standards Kindergarten

READING | Literature

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

READING | Informational Text

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

READING | Foundational Skills

- RF.K.1 Demonstrate understanding of the organization and basic features of print.**
- RF.K.1.A Follow words from left to right, top to bottom, and page by page.
- RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1.C Understand that words are separated by spaces in print.
- RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- RF.K.2.A Recognize and produce rhyming words.
- RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.C Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 Read emergent-reader texts with purpose and understanding.

WRITING

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.K.1 **Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
- SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.B Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE

- L.K.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- L.K.1.A Print many upper- and lowercase letters.
- L.K.1.B Use frequently occurring nouns and verbs.

- L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- L.K.1.D Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- L.K.1.E Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1.F Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.K.2.A Capitalize the first word in a sentence and the pronoun *I*.
- L.K.2.B Recognize and name end punctuation.
- L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
- L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- L.K.4.B Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.**
- L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

