

# How *Decodable Books* Aligns to *Foundations*

Wilson Foundations Scope and Sequence Level K	Decodable Books Kindergarten
By the End of Level K, Students Will Be Able to:	
Recognize and produce rhyming words	<i>In</i> <i>Tam and I See It</i> <i>The Hat</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Cub in the Jam</i>
Segment words in an oral sentence	<i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Sam and I</i> <i>What Is the Word?</i>
Segment words into syllables	<i>Tam and I See It</i> <i>Sam and I</i>
Segment and pronounce initial, medial, and final phonemes in spoken CVC words	<i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i>

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By the End of Level K, Students Will Be Able to:	
Manipulate phonemes with additions or substitutions in one-syllable words	<i>Tam and a Mat</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>I Like to Be This Kid</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What I Like</i>
Name all the letters of the alphabet	<i>All books</i>
Write all manuscript letters in lowercase and uppercase	<i>All books</i>
Sequence letters of the alphabet	<i>In</i>
Fluently produce sounds of consonants (primary) and short vowels when given the letter	<i>All books</i>
Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)	<i>This Pack Is on Top</i>
Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels	<i>All books</i>
Read and spell approximately 200 CVC words	<i>All books</i>
Identify 75% of first 100 high-frequency words, including 25–30 irregular (trick words) such as <i>the, was, of</i>	<i>All books</i>

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<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Identify and name correct punctuation at the end of a sentence</p>	<p><i>In</i>  <i>Tam and I See It</i>  <i>Pat</i>  <i>I Can Tap</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Hat</i>  <i>This Pack Is on Top</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>The Job of a Vet</i>  <i>Zac and His Box</i>  <i>The Cat with a Kit</i>  <i>I Will Not</i>  <i>Up on the Deck</i>  <i>How Do You Use a Map?</i>  <i>If You Get a Job</i>  <i>Yum! A Bun</i>  <i>Ape in a Cape</i>  <i>A Cob for Each of Them</i>  <i>Cub in the Jam</i>  <i>What Is the Word?</i>  <i>The Pals and Their Pets</i></p>
<p>Capitalize words at beginning of sentences and names of people</p>	<p><i>In</i>  <i>Pat</i>  <i>I Can Tap</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Hat</i>  <i>This Pack Is on Top</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>The Job of a Vet</i>  <i>Zac and His Box</i>  <i>The Cat with a Kit</i>  <i>I Will Not</i>  <i>Up on the Deck</i>  <i>How Do You Use a Map?</i>  <i>If You Get a Job</i>  <i>Yum! A Bun</i>  <i>A Cob for Each of Them</i>  <i>Cub in the Jam</i>  <i>What Is the Word?</i>  <i>The Pals and Their Pets</i></p>

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<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Name the author and illustrator of a story and define their roles</p>	<p><i>n/a</i></p>
<p>Explain narrative story structure including character, setting, and main events</p>	<p><i>In</i>  <i>Tam and a Mat</i>  <i>Tam and I See It</i>  <i>Pat</i>  <i>I Can Tap</i>  <i>Sam and I</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Big Pig</i>  <i>The Hat</i>  <i>This Pack Is on Top</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>I Like to Be This Kid</i>  <i>The Job of a Vet</i>  <i>Zac and His Box</i>  <i>What Is Up?</i>  <i>The Cat with a Kit</i>  <i>I Will Not</i>  <i>Up on the Deck</i>  <i>How Do You Use a Map?</i>  <i>If You Get a Job</i>  <i>Yum! A Bun</i>  <i>Ape in a Cape</i>  <i>A Cob for Each of Them</i>  <i>Cub in the Jam</i>  <i>What Is the Word?</i>  <i>The Pals and Their Pets</i>  <i>What I Like</i></p>

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<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence</p>	<p><i>In</i>  <i>Tam and a Mat</i>  <i>Tam and I See It</i>  <i>Pat</i>  <i>I Can Tap</i>  <i>Sam and I</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Big Pig</i>  <i>The Hat</i>  <i>This Pack Is on Top</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>I Like to Be This Kid</i>  <i>The Job of a Vet</i>  <i>Zac and His Box</i>  <i>What Is Up?</i>  <i>The Cat with a Kit</i>  <i>I Will Not</i>  <i>Up on the Deck</i>  <i>How Do You Use a Map?</i>  <i>If You Get a Job</i>  <i>Yum! A Bun</i>  <i>Ape in a Cape</i>  <i>A Cob for Each of Them</i>  <i>Cub in the Jam</i>  <i>What Is the Word?</i>  <i>The Pals and Their Pets</i>  <i>What I Like</i></p>
<p>Re-tell key details of narrative and informational text, using pictures or prompts as a guide</p>	<p><i>In</i>  <i>Tam and a Mat</i>  <i>Tam and I See It</i>  <i>Pat</i>  <i>I Can Tap</i>  <i>Sam and I</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Big Pig</i>  <i>The Hat</i>  <i>This Pack Is on Top</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>I Like to Be This Kid</i></p>

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<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Re–tell key details of narrative and informational text, using pictures or prompts as a guide (<i>cont.</i>)</p>	<p><i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>
<p>Identify characters, setting, and main events in a story, with pictures or other prompts</p>	<p><i>In</i> <i>Tam and a Mat</i> <i>Tam and I See It</i> <i>Pat</i> <i>I Can Tap</i> <i>Sam and I</i> <i>Tim</i> <i>This Cat</i> <i>The Big Pig</i> <i>The Hat</i> <i>This Pack Is on Top</i> <i>Pack the Pack</i> <i>In the Muck</i> <i>Quick</i> <i>I Like to Be This Kid</i> <i>The Job of a Vet</i> <i>Zac and His Box</i> <i>What Is Up?</i> <i>The Cat with a Kit</i> <i>I Will Not</i> <i>Up on the Deck</i> <i>How Do You Use a Map?</i> <i>If You Get a Job</i> <i>Yum! A Bun</i> <i>Ape in a Cape</i> <i>A Cob for Each of Them</i> <i>Cub in the Jam</i> <i>What Is the Word?</i> <i>The Pals and Their Pets</i> <i>What I Like</i></p>

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<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Describe what happened in a story when given a specific illustration</p>	<p><i>In</i>  <i>Tam and a Mat</i>  <i>Tam and I See It</i>  <i>In</i>  <i>I Can Tap</i>  <i>Sam and I</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Big Pig</i>  <i>The Hat</i>  <i>This Pack Is on Top</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>I Like to Be This Kid</i>  <i>The Job of a Vet</i>  <i>Zac and His Box</i>  <i>What Is Up?</i>  <i>The Cat with a Kit</i>  <i>I Will Not</i>  <i>Up on the Deck</i>  <i>How Do You Use a Map?</i>  <i>If You Get a Job</i>  <i>Yum! A Bun</i>  <i>Ape in a Cape</i>  <i>A Cob for Each of Them</i>  <i>Cub in the Jam</i>  <i>What Is the Word?</i>  <i>The Pals and Their Pets</i>  <i>What I Like</i></p>
<p>With prompts, compare and contrast the experiences of characters in two stories</p>	<p><i>This Cat</i></p>
<p>Explain difference between narrative and informational text</p>	<p><i>n/a</i></p>
<p>Echo-read a passage with correct phrasing and expression</p>	<p><i>In</i>  <i>Tam and a Mat</i>  <i>Tam and I See It</i>  <i>Pat</i>  <i>I Can Tap</i>  <i>Sam and I</i>  <i>Pack the Pack</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Big Pig</i></p>

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<p>By the End of Level K, Students Will Be Able to:</p>	
<p>Echo-read a passage with correct phrasing and expression (<i>cont.</i>)</p>	<p><i>This Pack Is on Top</i>  <i>The Hat</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>I Like to Be This Kid</i>  <i>The Job of a Vet</i>  <i>Zac and His Box</i>  <i>What Is Up?</i>  <i>The Cat with a Kit</i>  <i>I Will Not</i>  <i>Up on the Deck</i>  <i>How Do You Use a Map?</i>  <i>If You Get a Job</i>  <i>Yum! A Bun</i>  <i>Ape in a Cape</i>  <i>A Cob for Each of Them</i>  <i>Cub in the Jam</i>  <i>What Is the Word?</i>  <i>The Pals and Their Pets</i>  <i>What I Like</i></p>
<p>Identify and explain new meanings for familiar words and newly taught words</p>	<p><i>In</i>  <i>Tam and a Mat</i>  <i>Pat</i>  <i>I Can Tap</i>  <i>Tim</i>  <i>This Cat</i>  <i>The Big Pig</i>  <i>This Pack Is on Top</i>  <i>Pack the Pack</i>  <i>In the Muck</i>  <i>Quick</i>  <i>The Job of a Vet</i>  <i>What Is Up?</i>  <i>The Cat with a Kit</i>  <i>Yum! A Bun</i>  <i>Ape in a Cape</i>  <i>A Cob for Each of Them</i></p>