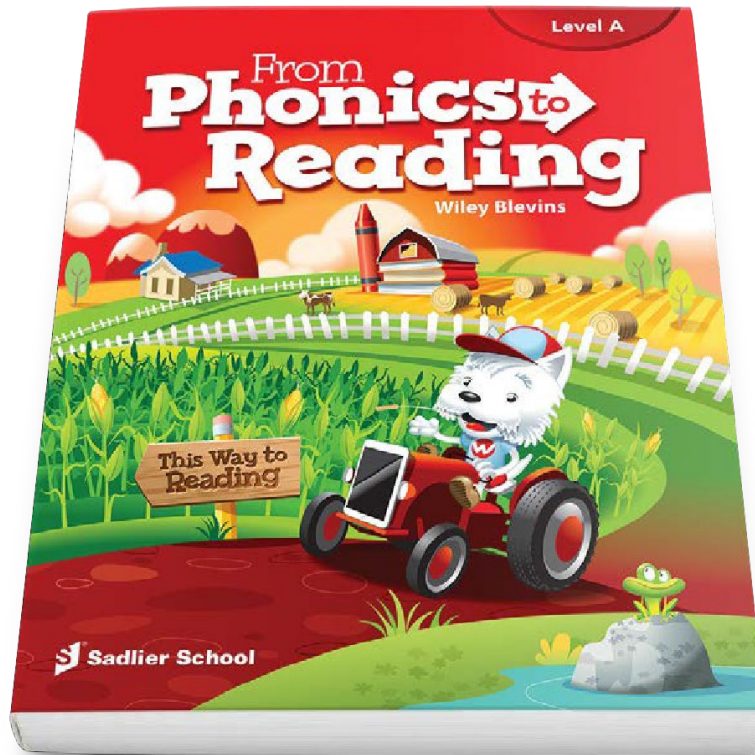


From Phonics to Reading

Correlation to the Arkansas English Language Arts Standards - 2023

Grade 1



Reading Standards: Foundational Skills

Phonemic Awareness	2
Phonics Decoding (Word Reading)	4
Phonics Encoding (Word Writing)	12
Handwriting	22
Fluency	24

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards

From Phonics to Reading, Level A

Phonemic Awareness

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

1.FR.1.PA: Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).

Teacher Note:

- Blending is the ability to hear the individual sounds in a word, combine the sounds, and say the word as a unit or whole. The slanted lines in the examples refer to the sounds, not the letters.

TEACHER'S EDITION

Phonemic Awareness

Oral Blending

- Lesson 5: Short e
 - Unit 1, Lesson 5, TE p. 65
- Lesson 15: Long a (ai, ay)
 - Unit 4, Lesson 15, SE/TE p. 211
- Lesson 20: r-Controlled /är/ (ar)
 - Unit 5, Lesson 20, TE p. 283

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 8: Phonemic Awareness: Oral Blending
Routine Steps and resources include

Step 1: Introduce

Step 2: Model (I Do)

Step 3: Guided Practice/Practice (We Do/You Do)

Corrective Feedback

Multimodal and Multisensory Supports.

- Page 18

TEACHER'S EDITION

Phonemic Awareness

Oral Blending

- Lesson 6: l-Blends
 - Unit 2, Lesson 6, TE p. 81
- Lesson 8: r-Blends
 - Unit 2, Lesson 8, TE p. 109
- Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]
 - Unit 6, Lesson 28, TE p. 397

1.FR.2.PA: Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).

Teacher Note:

- Segmenting is hearing a word and being able to break that word into its individual sounds.
- The slanted lines in the examples refer to the sounds and not the letters.

TEACHER'S EDITION

Phonemic Awareness

Oral Segmentation

- Lesson 5: Short e
egg/bells/bed/tell/tells
 - Unit 1, Lesson 5, TE pp. 69, 76
- Lesson 15: Long a (ai, ay)
save/make/paint/train
 - Unit 4, Lesson 15, TE pp. 215, 222
- Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)
look/rules/flute/brooms/new/soon/book
 - Unit 5, Lesson 23, TE pp. 329, 336

continued

continued

<p style="text-align: center;"><i>continued</i></p> <p>1.FR.2.PA: Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u> Professional Development Instructional Guides Instructional Routines Booklet Routine 9: Phonemic Awareness—Oral Segmentation <i>Routine Steps include Step 1: Introduce Step 2: Model (I Do) Step 3: Guided Practice/Practice (We Do/You Do) Connect to Spelling Multimodal and Multisensory Supports. Sample Teacher Talk Corrective Feedback</i> Pages 19–20</p> <p><u>TEACHER’S EDITION</u> Phonemic Awareness Oral Segmentation</p> <ul style="list-style-type: none"> • Lesson 6: l-Blends <i>flip/slap/clam/plans/clock/black</i> Unit 2, Lesson 6, TE pp. 85, 92 • Lesson 8: r-Blends <i>frizz/grass/trips/drums/brick/trick/truck</i> Unit 2, Lesson 8, TE pp. 113, 120 • Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)] <i>mild/child/finds/scolds/blink/blind/sold</i> Unit 6, Lesson 28, TE pp. 401, 408
<p>1.FR.3.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).</p> <p>Example:</p> <ul style="list-style-type: none"> • Examples of airflow differences include: <ul style="list-style-type: none"> ○ /sh/ (continuant) vs. /ch/ (stop) • Examples of differences in place of articulation include: <ul style="list-style-type: none"> ○ /f/ (teeth on bottom lip) vs. /th/ (tongue between teeth) ○ /m/ (front) vs. /n/ (behind teeth) vs. /ng/ (back of the throat) 	<p><u>TE DIGITAL RESOURCES*</u> Differentiation Supports Targeted Support Pronunciation Guide for English Learners</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> Sound Wall Vowel Valley Articulation Videos & Consonant Sound Cards</p> <ul style="list-style-type: none"> • Vowel Valley Wall • Vowel Sound Cards Consonant Wall Articulation Videos & Consonant Sound Cards • Consonant Wall • Phoneme/Grapheme Cards • Sound Wall Lesson Template

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards

From Phonics to Reading, Level A

Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

1.FR.4.PD: Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).

Teacher Note:

- Predictable patterns are commonly expected spellings occurring in English.
- This standard includes predictable spellings within closed syllables, open syllables, vowel consonant silent E syllables, and vowel R syllables with consonant clusters.

STUDENT EDITION/TEACHER’S EDITION

Introduction

Learn and Blend/Blend It

- Lesson 6: l-Blends
- Unit 2, Lesson 6, SE/TE p. 81
- Lesson 8: r-Blends
- Unit 2, Lesson 8, SE/TE p. 109
- Lesson 28: Long i and Long o [i(l)d, i(nd), o(l)d]
- Unit 6, Lesson 28, SE/TE p. 397

Read Connected Text

Connected Text/Interact with the Text

- Lesson 6: l-Blends
- “The Plan for the Play”
- Unit 2, Lesson 6, SE/TE p. 83
- Lesson 8: r-Blends
- “What Is It?”
- Unit 2, Lesson 8, SE/TE p. 111
- Lesson 28: Long i and Long o [i(l)d, i(nd), o(l)d]
- “A Good Pet”
- Unit 6, Lesson 28, SE/TE p. 399

Word Sort

Sort It Out

- Unit 2, Lesson 6, SE/TE p. 84
- Unit 2, Lesson 8, SE/TE p. 112
- Unit 6, Lesson 28, SE/TE p. 400

Read Connected Text

Take-Home Book

- “What Are These Things?”
- Unit 2, Lesson 6, SE/TE pp. 87–88
- “Brad and Trent”
- Unit 2, Lesson 8, SE/TE pp. 115–116
- “Kind Child, Wild Child”
- Unit 6, Lesson 28, SE/TE pp. 403–404

Independent Practice

Read and Write

Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.

- Unit 2, Lesson 6, SE/TE p. 90
- Unit 2, Lesson 8, SE/TE p. 118
- Unit 6, Lesson 28, SE/TE 406

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1.FR.4.PD: Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).

Teacher Note:

- Predictable patterns are commonly expected spellings occurring in English. This standard includes predictable spellings within closed syllables, open syllables, vowel consonant silent E syllables, and vowel R syllables with consonant clusters.

continued

Cumulative Assessment

- Fluency Check
- Unit 2, Lesson 6, SE/TE p. 94
 - Unit 2, Lesson 8, SE/TE p. 122
 - Unit 6, Lesson 28, SE/TE p. 410

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

- Decodable Text
- Lesson 6: l-Blends
“Things on My Block”
- Lesson 6, pp. 23–24
- Lesson 8: r-Blends
“The Three Hens”
- Lesson 8, pp. 31–32
- Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]
“The Billy Goats”
- Lesson 28, pp. 111–112

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

- BLENDS/L-BLENDS
- Level A
“What Are These Things?”
Take-Home Book and Lesson Plan
- BLENDS/R-BLENDS
- Level A
“The Three Hens”
Take-Home Book and Lesson Plan
- LONG VOWELS/LONG I
- Level A (I (ld), I (nd))
“Kind Child, Wild Child”
Take-Home Book and Lesson Plan

1.FR.5.PD: Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).

Teacher Note:

- Predictable patterns are commonly expected spellings occurring in English. This standard includes predictable vowel patterns with digraphs including open, vowel consonant silent E syllables, vowel R, and closed syllable patterns, and closed syllables with trigraphs.

STUDENT EDITION/TEACHER’S EDITION

Introduction

- Learn and Blend/Blend It
Daily Practice: Spell It
- Lesson 9: Digraphs sh, th
- Unit 2, Lesson 9, SE/TE p. 123
- Lesson 10: Digraphs ch, tch, wh
- Unit 2, Lesson 10, SE/TE p. 137
- Lesson 11: Digraphs ng, nk
- Unit 2, Lesson 11, SE/TE p. 151
- Read Connected Text**
Connected Text/Interact with the Text
- Lesson 9: Digraphs sh, th
“This and That”
- Unit 2, Lesson 9, SE/TE p. 125
- Lesson 10: Digraphs ch, tch, wh
“Our Dog Butch”
- Unit 2, Lesson 10, SE/TE p. 139
- Lesson 11: Digraphs ng, nk
“The Rink”
- Unit 2, Lesson 11, SE/TE p. 153

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continued

1.FR.5.PD: Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).

continued

Word Sort

Sort It Out

- Unit 2, Lesson 9, SE/TE p. 126
- Unit 2, Lesson 10, SE/TE p. 140
- Unit 2, Lesson 11, SE/TE p. 154

Independent Practice

Read and Write

- Unit 2, Lesson 9, SE/TE p. 132
- Unit 2, Lesson 10, SE/TE p. 146
- Unit 2, Lesson 11, SE/TE p. 160

Cumulative Assessment

Build Fluency

- Unit 2, Lesson 9, SE/TE p. 136
- Unit 2, Lesson 10, SE/TE p. 150
- Unit 2, Lesson 11, SE/TE p. 164

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

- Lesson 9: Digraphs sh, th
 - Unit 2, Lesson 9, TE p. 123
- Lesson 10: Digraphs ch, tch, wh
 - Unit 2, Lesson 10, TE p. 137
- Lesson 11: Digraphs ng, nk
 - Unit 2, Lesson 11, TE p. 151

Sound-Spelling/Blending

Cumulative Quick Check

- Unit 2, Lesson 9, TE pp. 127, 129, 132, 134
- Unit 2, Lesson 10, TE pp. 141, 143, 146, 148
- Unit 2, Lesson 11, TE pp. 155, 157, 160, 162

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

- Lesson 9: Digraphs sh, th
"Beth's Wish"
 - Lesson 9, pp. 35–36
- Lesson 10: Digraphs ch, tch, wh
"What Is for Lunch?"
 - Lesson 10, pp. 39–40
- Lesson 11: Digraphs ng, nk
"Things with Wings"
 - Lesson 11, pp. 43–44

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

CONSONANT DIGRAPHS

- Level A (ch, tch, wh)
"What Is for Lunch?"
Take-Home Book and Lesson Plan

CONSONANT DIGRAPHS

- Level A (ch, tch, wh)
"Will We Win?"
Take-Home Book and Lesson Plan

CONSONANT DIGRAPHS

- Level A (sh, th)
"The Big Wish"
Take-Home Book and Lesson Plan

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards

From Phonics to Reading, Level A

1.FR.6.PD: Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).

Teacher Note:

- A vowel team is when two or more adjacent vowels come together to make a vowel sound. Common vowel teams are listed as examples.

STUDENT EDITION/TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

- Lesson 15: Long a (ai, ay)
Unit 4, Lesson 15, SE/TE p. 211
- Lesson 16: Long e (ee, ea)
Unit 4, Lesson 16, SE/TE p. 225
- Lesson 17: Long o (oa, ow)
Unit 4, Lesson 17, SE/TE p. 239
- Lesson 23: Short and Long o (oo)
Unit 5, Lesson 23, SE/TE p. 325

Learning Center: Spelling Patterns

Teacher's Edition, Unit 4, Lesson 15, TE p. 212

Learning Center: Draw and Write

Teacher's Edition, Unit 4, Lesson 16, TE p. 226

Learning Center: Word Clues

Teacher's Edition, Unit 4, Lesson 17, TE p. 240

Learning Center: Vowel Spelling Patterns

Teacher's Edition, Unit 5, Lesson 23, TE p. 326

TE DIGITAL RESOURCES*

Instructional Resources

- Lesson 15
"My Big Trip" Lesson Plan
- Lesson 16
"Good Deeds" Lesson Plan
- Lesson 17
"Let's Go Camping" Lesson Plan
- Lesson 23
"Books, Books, Books!" Lesson Plan

1.FR.7.PD: Decode one-syllable words with diphthongs (oi, oy, ou, ow).

Teacher Note:

Diphthongs are vowels that feel as though they have two mouth movements within the same syllable (e.g. the vowel sound in boy and boil.)

STUDENT EDITION/TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 24: Diphthong /ou/ (ou, ow)

- Unit 5, Lesson 24, TE p. 339

Read Connected Text

Connected Text/Interact with the Text

"Flowers All Around"

- Unit 5, Lesson 24, SE/TE p. 341

Word Sort

Sort It Out

- Unit 5, Lesson 24, SE/TE p. 342

SE/TE DIGITAL RESOURCES*

Instructional Resources

- Unit 5, Lesson 24
"The Parade is in Town!" Lesson Plan

continued

continued

<p><i>continued</i></p> <p>1.FR.7.PD: Decode one-syllable words with diphthongs (oi, oy, ou, ow).</p>	<p><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> Interactive Practice Activities</p> <ul style="list-style-type: none"> • Connect It • Is It A Word? • Sort It <p><u>FLUENCY BOOSTER PRACTICE BOOK</u> Lessons 1–30 Decodable Text Lesson 24: Diphthong /ou/ (ou, ow) “Up and Down” Lesson 24, pp. 95–96</p>
<p>1.FR.8.PD: Decode one-syllable words containing multiple sounds of s (e.g., sock, is).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • High-frequency words are the words that most often occur in English children’s text. They are essential words because they are needed to make up even the most simple sentences. High-frequency words are often function words - they do not hold much meaning alone, but work to hold a sentence together (e.g.: of, the, a). • There is not a specific number of high-frequency words required at each grade level. Reference your phonics program and teach the high-frequency words included in the scope and sequence. The standard says “read” rather than “decode” because not all high-frequency words are fully decodable. Our focus for teaching is to decode the regular parts (S and D in said) and memorize the irregularity (AI in said). <p>Example:</p> <ul style="list-style-type: none"> • Phonetically Regular: <ul style="list-style-type: none"> ○ see, her, too, make • Temporarily Irregular¹: <ul style="list-style-type: none"> ○ though, know, eight • Permanently Irregular: <ul style="list-style-type: none"> ○ said, of, one 	<p><u>STUDENT BOOK/TEACHER’S EDITION</u> High-Frequency Words Read-Spell-Write/Use in Context</p> <p><i>this</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 24 <i>Stop, see</i> • Unit 1, Lesson 3, SE/TE p. 38 <i>these</i> • Unit 2, Lesson 6, SE/TE p. 82 <i>Was</i> • Unit 2, Lesson 11, SE/TE p. 152 <p><u>TE DIGITAL RESOURCES*</u> Instructional Resources</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2 “What Is It?” Lesson Plan • Unit 1, Lesson 3 “Frog” Lesson Plan • Unit 2, Lesson 6 “What Are These Things?” Lesson Plan • Unit 2, Lesson 11 “The King’s Song” Lesson Plan

1.FR.9.PD: Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

STUDENT EDITION/TEACHER'S EDITION

Introduce Sound Spelling

Blend It

cowboy, boyfriend

- Unit 5, Lesson 25, SE/TE p. 353

tiptoe, necktie

- Unit 6, Lesson 29, SE/TE p. 3411

Read Connected Text

Connected Text/Interact with the Text

Royal, better, seafood, oysters

- Unit 5, Lesson 25, SE/TE p. 355

*“How To Make a Royal Meal”
special, around, myself, number, sometimes
“What Is It?”*

- Unit 6, Lesson 29, SE/TE p. 413

DIGITAL RESOURCES*

Instructional Resources

better, garden, soccer, many

“Join a Club!”

- Unit 5, Lesson 25, SE/TE p. 355
- special, number, menu, bluebird*
- “Join a Club!”*
- Unit 6, Lesson 29, SE/TE p. 355

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards

From Phonics to Reading, Level A

1.FR.10.PD: Read high-frequency words.

STUDENT EDITION/TEACHER’S EDITION

High-Frequency Words

Read-Spell-Write

For example:

Read *Write the word in a context sentence and underline the word. Point to the word and have children chorally read it.*

Say: There are many markers in this box. [Point to the word many.] This is the word many. What is the word?. (TE p. 82)

- Unit 2, Lesson 6, SE/TE p. 82
- Unit 4, Lesson 15, SE/TE p. 212
- Unit 5, Lesson 24, SE/TE p. 340

TEACHER’S EDITION

High-Frequency Words

Review/Extend

- Unit 2, Lesson 6, TE p. 85
- Unit 4, Lesson 15, TE p. 215
- Unit 5, Lesson 24, TE p. 343

Review/Use in Context

- Unit 2, Lesson 6, TE p. 87
- Unit 4, Lesson 15, TE p. 217
- Unit 5, Lesson 24, TE p. 345

Build Fluency/Review

- Unit 2, Lesson 6, TE p. 92
- Unit 4, Lesson 15, TE p. 222
- Unit 5, Lesson 24, TE p. 350

TE DIGITAL RESOURCES*

Overview

High-Frequency Words

High-Frequency Words

Decodable High-Frequency Words

Irregular High-Frequency Words

Decodable Text Word Analyses

Level A Decodable Text Word Analyses

Listed are high-frequency words and the cumulative high-frequency words for every Level A decodable text.

Professional Development

Instructional Guides

Instructional Routines Booklet

- Routine 2: High-Frequency Words, p. 4
- Routine 2: Teacher Alerts and Principal Look-Fors, p. 5

Routine 2: High-Frequency Words Program Sample, p. 5

Assessment

Benchmark (Interactive)

High-Frequency Words

- Level A, Part 1
- Level A, Part 2
- Level A, Part 3

Benchmark PDF

Benchmark

Assessments

- High-Frequency Word Assessments
- High-Frequency Word Administration & Analyses

continued

continued

<p><i>continued</i></p> <p>1.FR.10.PD: Read high-frequency words.</p>	<p><i>continued</i></p> <p>Differentiation Supports Additional Routines Teacher’s Guide to High-Frequency Words What Are High-Frequency Words? Supporting Instruction of High-Frequency Words</p> <ul style="list-style-type: none"> • Use the Read/Spell/Write/Extend Routine • Use Flashcards • Build a Log of Cumulative Sentences • Play <i>What’s Missing?</i> • Play <i>Mix and Fix It</i>
<p>1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • Suffix -er can be inflectional or derivational. The inflectional use of suffix -er creates another adjective with the same basic meaning, but of greater degree. <p>Examples:</p> <ul style="list-style-type: none"> • warm + er => warmer; thick + er => thicker <p>Suffix -ed can represent 3 different sounds.</p> <ul style="list-style-type: none"> • If the word has a final unvoiced sound in the base word, -ed represents /t/ (e.g.: stopped). • If the word has a final voiced sound in the base word, -ed represents /d/ (ex: played). • If the base word ends in /t/ or /d/, -ed represents /id/ (planted, added). 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Word Study/Morphology Inflectional Ending –ed</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Ending -ing and –ed</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE p. 189 <p>Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 26, SE/TE p. 375 <p><u>TEACHER’S EDITION</u></p> <p>Sound-Spelling/Blending Word Study/Morphology: Inflectional Ending –ed</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE pp. 132, 134 <p>Word Study/Morphology: Inflectional Ending -ing and –ed</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE pp. 190, 192 <p>Word Study/Morphology: Inflectional Endings (Review)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 26, TE pp. 376, 378 <p>Teacher Table: Intervention Word Study/Morphology: Inflectional Ending –ed</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 132 <p>Word Study/Morphology: Inflectional Ending -ing and –ed</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 190 <p>Word Study/Morphology: Inflectional Endings (Review)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 26, TE p. 376 <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Word Study/Morphology Inflectional Ending -s</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 26, SE/TE p. 375 <p><u>TEACHER’S EDITION</u></p> <p>Sound-Spelling/Blending Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE pp. 32, 34 <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 26, TE pp. 376, 378 <p>Teacher Table: Intervention Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 32 <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 26, TE p. 376

continued

continued

<p><i>continued</i></p> <p>1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).</p>	<p><i>continued</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Read Connected Text Take-Home Book Lesson 18: Long i (y, igh) <i>foxes</i> “The Night Sky” • Unit 4, Lesson 18, SE/TE pp. 259–260 Lesson 24: Diphthong /ou/ (ou, ow) <i>goes</i> “The Parade Is in Town” • Unit 5, Lesson 24, SE/TE pp. 345–346</p> <p>Word Study/Morphology Transition to Longer Words (-es) • Unit 6, Lesson 29, SE/TE p. 419</p> <p><u>TEACHER’S EDITION</u></p> <p>Sound-Spelling/Blending Word Study/Morphology: Transition to Longer Words (-es) • Unit 6, Lesson 29, TE pp. 420, 422</p> <p>Teacher Table: Intervention Word Study/Morphology: Transition to Longer Words (-es) • Unit 6, Lesson 29, TE p. 420</p>
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Phonics Encoding (Word Writing

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

<p>1.FR.12.PE: Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • These are closed syllables. <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i> Lesson 1: Short a • Unit 1, Lesson 1, SE/TE p. 9 Lesson 3: Short o • Unit 1, Lesson 3, SE/TE p. 37 Lesson 5: Short e • Unit 1, Lesson 5, SE/TE p. 65</p> <p>Dictation Think and Write/Listen and Spell Guide children to connect each sound to a spelling. • Unit 1, Lesson 1, SE p. 13/TE pp. 13–14 • Unit 1, Lesson 3, SE p. 41/TE pp. 41–42 • Unit 1, Lesson 5, SE p. 69/TE pp. 69–70</p> <p>Word Building Make New Words • Unit 1, Lesson 1, SE/TE p. 14 • Unit 1, Lesson 3, SE/TE p. 42 • Unit 1, Lesson 5, SE/TE p. 70</p> <p>Independent Practice Read and Write Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill. • Unit 1, Lesson 1, SE/TE p. 18 • Unit 1, Lesson 3, SE/TE p. 46 • Unit 1, Lesson 5, SE/TE p. 74</p> <p style="text-align: center;"><i>continued</i></p>
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1.FR.12.PE: Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).

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Cumulative Review

Build Fluency

- Unit 1, Lesson 1, SE/TE p. 19
- Unit 1, Lesson 3, SE/TE p. 47
- Unit 1, Lesson 5, SE/TE p. 75

Word Building

Word Ladder

- Unit 1, Lesson 1, SE/TE p. 20
- Unit 1, Lesson 3, SE/TE p. 48
- Unit 1, Lesson 5, SE/TE p. 76

Writing Extension

Write About It

Children use words from the story when writing about the text.

- Unit 1, Lesson 1, SE/TE p. 21
- Unit 1, Lesson 3, SE/TE p. 49
- Unit 1, Lesson 5, SE/TE p. 77

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 1: Short a

- Unit 1, Lesson 1, TE p. 9

Lesson 3: Short o

- Unit 1, Lesson 3, TE p. 37

Lesson 5: Short e

- Unit 1, Lesson 5, TE p. 65

TE DIGITAL RESOURCES*

Differentiation Supports

Syllable Types Student Resources/Instructional Resources

Syllable Types

Word Study/Morphology

Closed Syllables

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Writing: Write About It

Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.

Lesson 1: Short a

“I Like”

- Writing: Write About It, p. 6

Lesson 3: Short o

“Jump”

- Writing: Write About It, p. 14

Lesson 5: Short e

“What Are We?”

- Writing: Write About It, p. 22

INTERACTIVE PRACTICE BUNDLE*

Units 1–6

Lessons 1–30

Interactive Practice Activities

These assignable interactive activities bring playfulness to practice spelling routines.

Sound It, Spell It

continued

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1.FR.12.PE: Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).

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STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice

Spell It *Have a partner say each word. Write the word. Check your answer.*
Write About It *Use the words to create a story. Draw a box around words from the list that you used.*

Lesson 6: l-Blends

- Unit 2, Lesson 6, SE/TE p. 81

Lesson 8: r-Blends

- Unit 2, Lesson 8, SE/TE p. 109

Lesson 28: Long i and Long o [i(l)d], i(nd), o(l)d]

- Unit 6, Lesson 28, SE/TE p. 397

Dictation

Think and Write/Listen and Spell

Children connect each sound to a spelling.

- Unit 2, Lesson 6, SE p. 85/TE pp. 85–86
- Unit 2, Lesson 8, SE p. 113/TE pp. 113–114
- Unit 6, Lesson 28, SE p. 401/TE pp. 401–402

Word Building

Make New Words

Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with consonant digraphs.

- Unit 2, Lesson 6, SE/TE p. 92
- Unit 2, Lesson 8, SE/TE p. 120
- Unit 6, Lesson 28, SE/TE p. 408

Independent Practice

Read and Write

Use the page as an informal assessment of children's developing ability to read and write words using the lesson phonics skill.

- Unit 2, Lesson 6, SE/TE p. 90
- Unit 2, Lesson 8, SE/TE p. 118
- Unit 6, Lesson 28, SE/TE p. 406

Cumulative Review

Build Fluency

- Unit 2, Lesson 6, SE/TE p. 91
- Unit 2, Lesson 8, SE/TE p. 119
- Unit 6, Lesson 28, SE/TE p. 407

Word Building

Word Ladder

- Unit 2, Lesson 6, SE/TE p. 92
- Unit 2, Lesson 8, SE/TE p. 120

Unit 6, Lesson 28, SE/TE p. 408

Writing Extension

Write About It

Children use words from the story when writing about the lesson Take-Home Book.

- Unit 2, Lesson 6, SE/TE p. 93
- Unit 2, Lesson 8, SE/TE p. 121
- Unit 6, Lesson 28, SE/TE p. 409

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 6: l-Blends

- Unit 2, Lesson 6, TE p. 81

Lesson 8: r-Blends

- Unit 2, Lesson 8, TE p. 109

Lesson 28: Long i and Long o [i(l)d], i(nd), o(l)d]

- Unit 6, Lesson 28, TE p. 397

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1.FR.12.PE: Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).

continued

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Writing: Write About It

Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.

Lesson 6: l-Blends

“Things on My Block”

- Writing: Write About It, p. 26

Lesson 8: r-Blends

“The Three Hens”

- Writing: Write About It, p. 34

Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]

“The Billy Goats”

- Writing: Write About It, p. 114

1.FR.13.PE: Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).

Teacher Note:

- These are closed syllables.

STUDENT EDITION/TEACHER’S EDITION

Introduction

Daily Practice

Spell It *Have a partner say each word. Write the word. Check your answer.*

Write About It *Use the words to create a story. Draw a box around words from the list that you used.*

Lesson 9: Digraphs sh, th

- Unit 2, Lesson 9, SE/TE p. 123

Lesson 10: Digraphs ch, tch, wh

- Unit 2, Lesson 10, SE/TE p. 137

Lesson 11: Digraphs ng, nk

- Unit 2, Lesson 11, SE/TE p. 151

Word Sort

Sort It Out

- Unit 2, Lesson 9, SE/TE p. 126

- Unit 2, Lesson 10, SE/TE p. 140

- Unit 2, Lesson 11, SE/TE p. 154

Dictation

Think and Write/Listen and Spell

Children connect each sound to a spelling.

- Unit 2, Lesson 9, SE p. 127/TE pp. 127–128

- Unit 2, Lesson 10, SE p. 141/TE pp. 141–142

- Unit 2, Lesson 11, SE p. 155/TE pp. 155–156

Word Building

Make New Words

Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with consonant digraphs.

- Unit 2, Lesson 9, SE/TE p. 128

- Unit 2, Lesson 10, SE/TE p. 142

- Unit 2, Lesson 11, SE/TE p. 156

Independent Practice

Read and Write

Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.

- Unit 2, Lesson 9, SE/TE p. 132

- Unit 2, Lesson 10, SE/TE p. 146

- Unit 2, Lesson 11, SE/TE p. 160

Cumulative Review

Build Fluency

- Unit 2, Lesson 9, SE/TE p. 133

- Unit 2, Lesson 10, SE/TE p. 147

- Unit 2, Lesson 11, SE/TE p. 161

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1.FR.13.PE: Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).

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Word Building

Word Ladder

- Unit 2, Lesson 9, SE/TE p. 134
- Unit 2, Lesson 10, SE/TE p. 148
- Unit 2, Lesson 11, SE/TE p. 162

Writing Extension

Write About It

Children use words from the story when writing about the lesson Take-Home Book.

- Unit 2, Lesson 9, SE/TE p. 135
- Unit 2, Lesson 10, SE/TE p. 149
- Unit 2, Lesson 11, SE/TE p. 163

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

Lesson 9: Digraphs sh, th

- Unit 2, Lesson 9, TE p. 123

Lesson 10: Digraphs ch, tch, wh

- Unit 2, Lesson 10, TE p. 137

Lesson 11: Digraphs ng, nk

- Unit 2, Lesson 11, TE p. 151

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Writing: Write About It

Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.

Lesson 9: Digraphs sh, th

“Beth’s Wish”

- Writing: Write About It, p. 38

Lesson 10: Digraphs ch, tch, wh

“What Is for Lunch?”

- Writing: Write About It, p. 42

Lesson 11: Digraphs ng, nk

“Things with Wings”

- Writing: Write About It, p. 46

1.FR.14.PE: Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).

Teacher Note:

- Floss rule: If a one syllable word with a short vowel ends in /f/, /l/, /s/, or /z/, the final letter is doubled.

STUDENT EDITION/TEACHER'S EDITION

Word Study: Double final consonants (*ll, ss, zz*)

- Unit 1, Lesson 3, SE/TE p. 45, 46, 48

Word Study: Double final consonants (*dd, ll, zz*)

- Unit 1, Lesson 4, SE/TE p. 59, 60, 62

<p>1.FR.15.PE: Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • /z/ can be spelled with s or z. • /k/ can be spelled with k, c, or ck. • Spell /k/ with a c when the consonant sound is immediately followed by the vowel sounds /a/, /o/, and /u/. Use k when followed by /e/ and /i/. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><i>Dictation Think and Write/ Listen and Spell</i></p> <p><i>can, cap</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE pp. 13-14, 19 <p><i>his</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE pp. 27-28, 33 <p><i>king</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 11, SE/TE pp. 155 <p><i>Word Sort</i></p> <p><i>zip</i></p> <ul style="list-style-type: none"> • Lesson 2, p 26 <p><i>Cumulative Review</i></p> <p><i>has</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE pp. 19 <p><i>rock</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, SE/TE pp. 19
<p>1.FR.16.PE: Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • English words don't end in v. If a word ends in /v/, it is spelled -ve. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><i>High-Frequency Word</i></p> <p>Read/Spell/Write</p> <p><i>have</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 4 SE/TE p. 52 <p><i>give</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 5 SE/TE p. 66 <p><i>live</i></p> <ul style="list-style-type: none"> • Unit 5, Lesson 27 SE/TE p. 382
<p>1.FR.17.PE: Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><i>Dictation</i></p> <p>Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> • Unit, 3, Lesson 12, SE/TE pp. 171, 177 • Unit 3, Lesson 13, SE/TE pp. 185-186, 191 <p><i>Word Building</i></p> <ul style="list-style-type: none"> • Unit, 3, Lesson 12 p 172 • Unit 3, Lesson 13, SE/TE p. 186 <p><i>Cumulative Review</i></p> <p><i>use, cue, bone, nose, broke, hope, home</i></p> <ul style="list-style-type: none"> • Unit, 3, Lesson 12 p 177 <p>Unit 3, Lesson 13, SE/TE p. 191</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards

From Phonics to Reading, Level A

1.FR.18.PE: Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).

Teacher Note:

- AR and OR are predictable vowel-R patterns. ER is predictable and the most common way to spell /er/ in a word.

Dictation

Think and Write/Listen and Spell

- Unit 5, Lesson 20, SE p. 287/TE pp. 287–288
- Unit 5, Lesson 21, SE p. 301/TE pp. 301–302
- Unit 5, Lesson 22, SE p. 315/TE pp. 315–316

Word Building

Make New Words

- Unit 5, Lesson 20, SE/TE p. 288
- Unit 5, Lesson 21, SE/TE p. 302
- Unit 5, Lesson 22, SE/TE p. 316

Independent Practice

Read and Write

Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.

- Unit 5, Lesson 20, SE/TE p. 292
- Unit 5, Lesson 21, SE/TE p. 306
- Unit 5, Lesson 22, SE/TE p. 320

Word Building

Word Ladder

- Unit 5, Lesson 20, SE/TE p. 294
- Unit 5, Lesson 21, SE/TE p. 308
- Unit 5, Lesson 22, SE/TE p. 322

Writing Extension

Write About It

- Unit 5, Lesson 20, SE/TE p. 294
- Unit 5, Lesson 21, SE/TE p. 308
- Unit 5, Lesson 22, SE/TE p. 322

TEACHER’S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It/Corrective Feedback

- Lesson 20: r-Controlled ar
 - Unit 5, Lesson 20, TE p. 283
- Lesson 21: r-Controlled er, ir, ur
 - Unit 5, Lesson 21, TE p. 297
- Lesson 22: r-Controlled or, ore, oar
 - Unit 5, Lesson 22, TE p. 311

FLUENCY BOOSTER PRACTICE BOOK

Decodable Text

Writing: Write About It

Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.

- Lesson 20: r-Controlled ar
“Star Art”
 - Writing: Write About It, p. 82
- Lesson 21: r-Controlled er, ir, ur
“The Birds”
 - Writing: Write About It, p. 86
- Lesson 22: r-Controlled or, ore, oar
“Storm”
 - Writing: Write About It, p. 90

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<i>continued</i>	<i>continued</i> <u>INTERACTIVE PRACTICE BUNDLE*</u> Units 1–6 Lessons 20–22 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It
<p>1.FR.19.PE: Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> The example words show the most common way to spell final long A, I, E and O. 	<p>Dictation Think and Write/Listen and Spell <i>snow, blow, row, slow</i></p> <ul style="list-style-type: none"> Unit, 4 Lesson 17, SE/TE p. 243-244, 249 <i>cry, my, fly, try</i> Unit, 4 Lesson 18, SE/TE p. 257-258, 263 <p>Word Building p 244</p> <ul style="list-style-type: none"> Unit, 4 Lesson 17 p244 Unit, 4 Lesson 18 p 258 <p>Cumulative Review</p> <ul style="list-style-type: none"> Unit, 4 Lesson 17 p 249 Unit, 4 Lesson 18 p 263
<p>1.FR.20.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introduction: Short o Introduce Sound-Spelling: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 37 <p>Introduction: Single Letter Long Vowels e, i, o Introduce Sound-Spelling: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 197 <p>Introduction: r-Controlled or, ore, oar Introduce Sound-Spelling: Learn and Blend/Blend It</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, SE/TE p. 311 <p>Dictation: Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 41 Unit 4, Lesson 14, SE/TE p. 201 Unit 5, Lesson 22, SE/TE p. 315 <p>Think and Write</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 42 Unit 4, Lesson 14, TE p. 202 Unit 5, Lesson 22, TE p. 316 <p>Listen and Spell</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 47 Unit 4, Lesson 14, TE p. 207 Unit 5, Lesson 22, TE p. 321 <p>Word Building: Make New Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 42 Unit 4, Lesson 14, SE/TE p. 202 Unit 5, Lesson 22, SE/TE p. 316 <p>Teacher Table Intervention: Think and Write</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 42 Unit 4, Lesson 14, TE p. 202 Unit 5, Lesson 22, TE p. 316
<i>continued</i>	

<p style="text-align: center;"><i>continued</i></p> <p>1.FR.20.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent/Partner Work: Spell Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 44 Unit 4, Lesson 14, TE p. 204 Unit 5, Lesson 22, TE p. 318 <p>Word Building: Word Ladder</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 48 Unit 4, Lesson 14, SE/TE p. 208 Unit 5, Lesson 22, SE/TE p. 322 <p>Writing Extension</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 49 Unit 4, Lesson 14, SE/TE p. 209 Unit 5, Lesson 22, SE/TE p. 323 <p><u>TE DIGITAL RESOURCES</u></p> <p>Assessment</p> <p>Formative Formative Assessments Cumulative Spelling Sentences Formative Assessment Administration and Analyses Cumulative Spelling Sentences Administration and Analyses</p>
<p>1.FR.21.PE: Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> Adding a consonant suffix does not require a spelling change in a word. If a word ends with more than one consonant, adding a vowel suffix does not require a spelling change. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p>Inflectional Ending –ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 375 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling/Blending</p> <p>Word Study/Morphology: Inflectional Ending –ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE pp. 132, 134 <p>Word Study/Morphology: Inflectional Endings (Review)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE pp. 376, 378 <p>Teacher Table: Intervention</p> <p>Word Study/Morphology: Inflectional Ending –ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 132 <p>Word Study/Morphology: Inflectional Endings (Review)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE p. 376 <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p>Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 375 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling/Blending</p> <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE pp. 32, 34 <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE pp. 376, 378 <p>Teacher Table: Intervention</p> <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 32 <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE p. 376

Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

1.FR.22.H: Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).

Students improve their handwriting legibility by providing handwritten answers to exercises throughout the program. Key lesson activities in the print Student Edition feature questions that elicit single-word or -phrase responses. For children in Grade 1, these include High-Frequency Words: Read-Spell-Write; Word Sort: Sort It Out; Dictation: Think and Write/Listen and Spell; Word Building: Make New Words; Word Study; Independent Practice: Read and Write; Cumulative Review: Build Fluency; and Word Building: Word Ladder. Students write complete sentences for Daily Practice: Write About It; Read Connected Text: Interact with the Text; the end-of-activity questions for Word Sort, Word Study, and Cumulative Review; and multiple sentences for the end-of-lesson Writing Extension: Write About It assignment.

Additional writing activities are suggested in the Teacher’s Edition and Decodable Text Lesson Plans.

STUDENT BOOK/TEACHER’S EDITION

Introduction

Daily Practice

Write About It *Use the words to create a story.*

Short o

- Unit 1, Lesson 3, TE p. 37

Long e (ee, ea)

- Unit 4, Lesson 16, TE p. 225

Long i and Long o [i(ld), i(nd), o(ld)]

- Unit 6, Lesson 28, TE p. 397

High-Frequency Words

Read-Spell-Write

- Unit 1, Lesson 3, SE/TE p. 38
- Unit 4, Lesson 16, SE/TE p. 226
- Unit 6, Lesson 28, SE/TE p. 398

Read Connected Text

Interact with the Text

- Unit 1, Lesson 3, SE/TE p. 39
- Unit 4, Lesson 16, SE/TE p. 227
- Unit 6, Lesson 28, SE/TE p. 399

Word Sort

Sort It Out

For example:

Directions *Read each word. Then sort the words. Write each word in the correct box. (SE/TE p. 40)*

- Unit 1, Lesson 3, SE/TE p. 40
- Unit 4, Lesson 16, SE/TE p. 228
- Unit 6, Lesson 28, SE/TE p. 400

Dictation

Think and Write/Listen and Spell

- Unit 1, Lesson 3, SE p. 41/TE pp. 41–42
- Unit 4, Lesson 16, SE p. 229/TE pp. 229–230
- Unit 6, Lesson 28, SE p. 401/TE pp. 401–402

Word Building

Make New Words

- Unit 1, Lesson 3, SE/TE p. 42
- Unit 4, Lesson 16, SE/TE p. 230
- Unit 6, Lesson 28, SE/TE p. 402

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1.FR.22.H: Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).

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Word Study

For example:

Directions Write a double final consonant from the box to make a word. Then write the word.

Directions Write a sentence using a word you wrote. (SE/TE p. 44)

- Unit 1, Lesson 3, SE/TE p. 45
- Unit 4, Lesson 16, SE/TE p. 233
- Unit 6, Lesson 28, SE/TE p. 405

Independent Practice

Read and Write

Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.

- Unit 1, Lesson 3, SE/TE p. 46
- Unit 4, Lesson 16, SE/TE p. 234
- Unit 6, Lesson 28, SE/TE p. 406

Cumulative Review

Build Fluency

- Unit 1, Lesson 3, SE/TE p. 47
- Unit 4, Lesson 16, SE/TE p. 235
- Unit 6, Lesson 28, SE/TE p. 407

Word Building

Word Ladder

For example:

Directions Listen to each clue. Then write the word. Start at the bottom and climb to the top. (SE/TE p. 48)

- Unit 1, Lesson 3, SE/TE p. 48
- Unit 4, Lesson 16, SE/TE p. 236
- Unit 6, Lesson 28, SE/TE p. 408

TEACHER’S EDITION

Print Concepts

Understanding How Sentences Work

Point out the spaces between each word in the sentence.

- Unit 4, Lesson 19, SE/TE p. 275

Children separate words with spaces.

- Unit 5, Lesson 25, SE/TE p. 361

Review the use of word spaces between each word in a sentence.

- Unit 5, Lesson 27, SE/TE p. 389

TE DIGITAL RESOURCES*

Assessment

Assessment Overview

Formative Assessments

- Letter Formation Assessment, p. 2

Formative Assessments

Letter Formation Assessment

Differentiation Supports

Additional Routines

Letter Formation Cards

Letter Formation Chart

Letter Formation Instruction

- Pencil Grip, p. 1
- Posture, p. 2
- Spacing, p. 3
- Strokes, p. 3
- General Tips, p. 4
- Letter Formation Guide, pp. 5–8

1.FR.23.H: Produce manuscript writing with accuracy and automaticity.

Writing Extension

Write About It

Children reread the lesson Take-Home Book then write what they learned.

- Unit 1, Lesson 3, SE/TE p. 49
- Unit 4, Lesson 16, SE/TE p. 237
- Unit 6, Lesson 28, SE/TE p. 409

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and **writing in response to text**.

For example:

Directions Read “Jump” again. Write a summary of the story.

Provide the following sentence starter and sentence frames to aid children in their writing:

The girls _____.

One girl _____ like a _____.

Then she _____ like a _____.

_____. Then she _____.

Encourage children to use short o words from the story in their writing.

Word Bank: frog, hop, not, stop. (TE p. 14)

Lesson 3: Short o

“Jump”

- Writing: Write About It, p. 14

Lesson 16: Long e (ee, ea)

“In the Sea”

- Writing: Write About It, p. 66

Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]

“The Billy Goats”

- Writing: Write About It, p. 114

Fluency

Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

1.RF.24.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

STUDENT EDITION/TEACHER’S EDITION

Introduction

Daily Practice

Build

Fluency

Read the lesson words each day by yourself and to a partner.

- Unit 1, Lesson 3, SE/TE p. 37
- Unit 4, Lesson 15, SE/TE p. 211
- Unit 5, Lesson 24, SE/TE p. 339

TEACHER’S EDITION

Read Connected Text

Connected Text

Have children point to each word as they chorally read the text aloud.

Lesson 3: Short o

“Bob’s Job”

- Unit 1, Lesson 3, TE p. 39

Lesson 15: Long a (ai, ay)

“What Will I Paint?”

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1.RF.24.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

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- Unit 4, Lesson 15, TE p. 213
Lesson 24: Diphthong /ou/ (ou, ow)
“Flowers All Around”
- Unit 5, Lesson 24, SE/TE p. 341

Read Connected Text

Take-Home Book

First Read (Read Together)

Have children point to each word as they chorally read the text aloud.

Lesson 3: Short o

“The Frog”

- Unit 1, Lesson 3, TE p. 44

Lesson 15: Long a (ai, ay)

“My Big Trip”

- Unit 4, Lesson 15, TE p. 218

Lesson 24: Diphthong /ou/ (ou, ow)

“The Parade Is in Town”

- Unit 5, Lesson 24, TE p. 346

Take-Home Book

Second Read (Develop Fluency)

Have children whisper-read the book or read it to a partner.

- Unit 1, Lesson 3, TE p. 47
- Unit 4, Lesson 15, TE p. 221
- Unit 5, Lesson 24, TE p. 349

Independent/Partner Work

Build Fluency

Have children reread Take-Home Books from previous weeks.

- Unit 1, Lesson 3, TE p. 40
- Unit 4, Lesson 15, TE p. 214
- Unit 5, Lesson 24, TE p. 342

Reread Connected Text

Have children reread the lesson Connected Text.

- Unit 1, Lesson 3, TE p. 41
- Unit 4, Lesson 15, TE p. 215
- Unit 5, Lesson 24, TE p. 343

Take-Home Book

Build Fluency

Have children reread stories in their Take-Home Book folders.

- Unit 1, Lesson 3, TE p. 49
- Unit 4, Lesson 15, TE p. 223
- Unit 5, Lesson 24, TE p. 351

Home-School Connection

Build Fluency

Have children read their Take-Home Book with their families.

- Unit 1, Lesson 3, TE p. 43
- Unit 4, Lesson 15, TE p. 217
- Unit 5, Lesson 24, TE p. 345

TE DIGITAL RESOURCES*

Assessment

Assessment Overview

Formative Assessments

- Fluency Assessment Guidance, p. 3

Formative

Formative Assessments

- Fluency Assessment Guidance

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1.RF.24.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

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Differentiation Supports

Additional Routines

Fluency Routines and Minilessons

- Lesson 2: Introduce the Repeated Reading Fluency Routine
- Lesson 3: Model Fluency: Intonation (end punctuation)
- Lesson 5: Choral Read
- Lesson 11: Reader’s Theater
- Lesson 13: Audiobook Modeling
- Lesson 15: Echo Read/*Assess Fluency (wcpm)
- Lesson 17: Oral Reading Model
- Lesson 20: Repeated Readings
- Lesson 29: 2-Minute Drills

Units 1–6

Student and Family Resources/Instructional Resources

Home Connection: Dear Family/Apreciada familia

Read Connected Text Multiple readings of each Take-Home Book will give your child practice with the lesson skills.

- Unit 1
- Unit 4
- Unit 5

Student Fluency Sentences

Frequent, repeated readings of words with previously taught skills accelerate children’s phonics mastery. The practice page includes five sentences for each lesson in the Unit.

- Unit 1, Lesson 3: Short o
- Unit 4, Lesson 15: Long a (ai, ay)
- Unit 5, Lesson 24: Diphthong /ou/ (ou, ow)

Unit Speed Drill

Build Fluency

For example:

Guide children to read one-syllable words that contain short vowels with blends and digraphs to build fluency and determine skill deficits for small group instruction. This activity builds mastery of a set of words containing cumulative skills from Unit 2. The set of words is repeated multiple times in the 50-word grid. (Unit 2 Speed Drill)

Lessons 1–30: Instructional Resources

Take-Home Book Lesson Plan

Directions

1. Say each word in the first two rows with your teacher.
2. Practice reading the words on your own.
3. Have a partner time you reading the words for one minute. Keep practicing to improve your speed.

Before Reading

English-Learner Supports

Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.

During Reading

Technique

Have children whisper-read the book and then do a choral read.

After Reading

Fluency Plan

On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.

Unit 1, Lesson 3: Short o

“The Frog” Lesson Plan

Unit 4, Lesson 15: Long a (ai, ay)

“My Big Trip” Lesson Plan

Unit 5, Lesson 24: Diphthong /ou/ (ou, ow)

“The Parade Is in Town” Lesson Plan

continued

continued

1.RF.24.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

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FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s *From Phonics to Reading*, but can be used as a stand-alone supplement for foundational skills practice.

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.

Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 3: Short o

“Jump”

- Decodable Text, pp. 11–12
- Comprehension and Vocabulary, p. 13

Lesson 15: Long a (ai, ay)

“Snail Mail”

- Decodable Text, pp. 59–60
- Comprehension and Vocabulary, p. 61

Lesson 24: Diphthong /ou/ (ou, ow)

“Up and Down”

- Decodable Text, pp. 95–96
- Comprehension and Vocabulary, p. 97

Fluency Practice

Children read each sentence on their own, then read the sentences to a partner. The Progress Check includes a check box for up to five readings and questions to measure reading fluency.

How was my reading?

Did I read each word correctly?

Did I raise my voice at the end of a question?

Did I read a sentence that ends with a period (.) the way I talk?

Did I chunk longer sentences into smaller parts to read them better?

Fluency Practice 1–4, pp. 123–128

FLUENCY BOOSTER TEACHER’S COMPONENT*

Each Lesson

Decodable Text Lesson

Plan Before Reading

English-Learner Supports

Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.

During Reading

Technique

Have children whisper-read the book and then do a choral read.

After Reading

Fluency Plan

On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.

Lesson 3: Short o

“Jump” Lesson Plan

Lesson 15: Long a (ai, ay)

“Snail Mail” Lesson Plan

Lesson 24: Diphthong /ou/ (ou, ow)

“Up and Down” Lesson Plan

continued

continued

1.RF.24.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

continued

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

SHORT VOWELS/SHORT O

- Level A

“Frog”

Take-Home Book and Lesson Plan

LONG VOWELS/LONG A

- Level A (ai, ay)

“My Big Trip”

Take-Home Book and Lesson Plan

COMPLEX VOWELS AND DIPHTHONGS/DIPHTHONG OU

- Level A

“The Parade Is in Town!”

Take-Home Book and Lesson Plan