

From Phonics to Reading

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade 1



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Language Domain

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Print Concepts

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

TEACHER'S EDITION

Print Concepts

Understanding How Sentences Work

Use sentences from the story to review proper sentence construction.

For example:

Point out that a sentence must end with a punctuation mark. Ask: Is this a telling sentence or does it ask a question? What mark should we add? Yes, a question mark. Now find a sentence that ends in a period. Is it a telling sentence? (TE p. 17)

- Unit 1, Lesson 1, TE p. 17

For example:

Point out the word spaces between each word in the sentence. Ask: What would happen if all the words were squished together like this? lastmaylwenttospain (TE p. 219)

- Unit 4, Lesson 15, TE p. 219

For example:

Point out the last sentence on page 4. Ask: What end mark is used in this sentence? Yes, an exclamation point. How does it help us read this sentence? Guide children to understand that an exclamation point helps to show strong feeling. (TE p. 333)

- Unit 5, Lesson 23, TE p. 333

TE DIGITAL RESOURCES*

Assessment

Formative Assessments

Print Concepts Assessment

Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print.

What Can You Do with the Assessment Results?

Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.

Additional teacher support

TE DIGITAL RESOURCES*

Differentiation Supports

Additional Routines

Teacher's Guide to Print Concepts

What Are Print Concepts?

Beginning readers need to understand how print "works" in order to make the connection between oral language and written language. The rules related to the workings of written language are grouped together as "print concepts."

continued

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Print Concepts

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

continued

Differentiation Supports

Additional Routines

Supporting Instruction of Print Concepts

Words and Spaces

To help students make sense of all the print on a page, young children need instruction to help them see that words are separated by spaces.

Sentences

Tell students that sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks.

Basic Features of Print

Topics include the proper way to hold a book; finding the title, author’s name, and illustrator’s name; using your finger to model reading left to right and demonstrating a return sweep to correctly find the next line of text on the page; understanding the difference between words and pictures; and stopping to point out the organizational features of print while reading aloud to students.

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

L.RF.1.1. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Lesson 1: Short a

- Unit 1, Lesson 1, SE/TE p. 9

Lesson 15: Long a (ai, ay)

- Unit 4, Lesson 15, SE/TE p. 211

Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)

- Unit 5, Lesson 23, SE/TE p. 325

TEACHER'S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

For example:

Write train and late, underline the long a spelling in each word, and model blending. Then read aloud the rhyme several times. Prompt children to join in, emphasizing that the letter a has two sounds—the long a sound /ā/ and the short a sound /a/. (TE p. 211)

Lesson 1: Short a

- Unit 1, Lesson 1, TE p. 9

Lesson 15: Long a (ai, ay)

- Unit 4, Lesson 15, TE p. 211

Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)

- Unit 5, Lesson 23, TE p. 325

Phonemic Awareness

Distinguish Long and Short Vowel Sounds

For example:

Tell children you will say a word. If the word has the long a sound /ā/, they should stand up tall; if the word has the short a sound /a/, they should remain sitting. Use these words: say, rain, man, chain, sad, tap, play, brain, paid, stay, wait, bag, tail, pail, fan, ran. (TE p. 217)

- Unit 3, Lesson 12, TE p. 173

- Unit 3, Lesson 12, TE p. 187

- Unit 4, Lesson 15, TE p. 217

Additional teacher support

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Five Basic Types of Activities

Activity Type 2: Oddity Tasks (phoneme categorization)

- Medial sounds (long vowels), p. 3

- Medial sounds (short vowels), p. 3

Professional Development

Instructional Support by Wiley Blevins

Phonological Awareness (video)

Task Type 2: Oddity Tasks (categorization)

- Medial sounds (long vowels)

- Medial sounds (short vowels)

SE = Student Edition / TE = Teacher's Edition

* SadlierConnect.com, *From Phonics to Reading*

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

- L.RF.1.1. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Children orally produce single-syllable words by blending sounds, including consonant blends.

For example:

Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:

*/b/ /l/ /o/ /k/ /k/ /l/ /o/ /k/ /k/ /l/ /u/ /b/ /g/ /l/ /a/ /d/
/s/ /l/ /e/ /d/ /s/ /l/ /i/ /p/ /t/ /l/ /o/ /p/ /p/ /l/ /a/ /n/*

Ask children to blend the sounds together to make a word. Model how to stretch together (or sing) the sounds. Introduce the sound-spelling for l-blends in Learn and Blend.

(TE p. 81)

Short a

- Unit 1, Lesson 1, TE p. 9

l-Blends

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

r-Blends

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

TE DIGITAL RESOURCES*

Assessment

Benchmark (PDF)

Phonemic Awareness Assessment

- Part 7: Blending

Phonemic Awareness Assessment: Individual Scoring Sheet

Phonemic Awareness Assessment: Class Record Sheet

Additional teacher support

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Modeling the Tasks

Lesson include Step 1: Introduce, Step 2 (I Do), Step 3 Guided Practice/Practice (We Do/You Do), Corrective Feedback, and Multimodal and Multisensory Supports.

- Oral Blending Routine (Sound by Sound), p. 5
- Oral Blending Routine (Onset/Rime), p. 8

Professional Development

Instructional Guides

Instructional Routines Booklet

- Routine 8: Phonemic Awareness | Oral Blending, p. 18

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

- L.RF.1.1. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

TEACHER'S EDITION

Phonemic Awareness

Oral Segmentation

Children isolate and pronounce initial, medial vowel, and final sounds as they segment spoken one-syllable words sound by sound.

For example:

Say the following words, one at a time: see; each; keep; team; beach; east; keeps; clear; dreams. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 229)

Lesson 9: Digraphs sh, th

- Unit 2, Lesson 9, TE p. 127

Lesson 16: Long e (ee, ea)

- Unit 4, Lesson 16, TE p. 229

Lesson 30: Long e (y, ey, ie)

- Unit 6, Lesson 30, TE p. 429

TE DIGITAL RESOURCES*

Assessment

Benchmark (PDF)

Phonemic Awareness Assessment

- Part 3: Initial Sounds
- Part 4: Final Sounds
- Part 5: Medial Sounds

Phonemic Awareness Assessment: Individual Scoring Sheet

Phonemic Awareness Assessment: Class Record Sheet

Additional teacher support

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Five Basic Types of Activities

Activity Type 2: Oddity Tasks (phoneme categorization)

- Beginning consonants
- Ending consonants
- Medial sounds (long vowels)
- Medial sounds (short vowels)
- Media sounds (consonants)

Oral Segmentation Routine (Sound by Sound)

Lessons include Step 1: Introduce; Step 2 (I Do); Step 3 Guided Practice/Practice (We Do/You Do); Corrective Feedback; Connect to Spelling; and Multimodal and Multisensory Supports

- Modeling the Tasks, pp. 6–7

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.RF.1.1. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Professional Development Instructional Guides Instructional Routines Booklet Lesson includes Routine Steps, Multimodal, Multisensory Supports, Sample Teacher Talk, and Corrective Feedback.</p> <ul style="list-style-type: none"> • Routine 9: Phonemic Awareness: Oral Segmentation, p. 19 <p>High-Impact Routines by Wiley Blevins Phonological Awareness (video) Task Types: Oddity Tasks (categorization)</p> <ul style="list-style-type: none"> • Beginning consonants • Ending consonants • Medial sounds (long vowels) • Medial sounds (short vowels) • Media sounds (consonants)
<p>L.RF.1.1. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S EDITION Phonemic Awareness Oral Segmentation Children segment spoken single-syllable words. <i>For example:</i> <i>Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: on; got; pop; job; pots; logs. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 41)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE pp. 41, 48 • Unit 2, Lesson 6, TE pp. 85, 92 • Unit 2, Lesson 9, TE pp. 127, 134 <p>TE DIGITAL RESOURCES* Assessment Benchmark (PDF) Phonemic Awareness Assessment Part 6: Segmentation Phonemic Awareness Assessment: Individual Scoring Sheet Phonemic Awareness Assessment: Class Record Sheet</p> <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonological Awareness

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.1. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

continued

Additional teacher support

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Modeling the Tasks

Oral Segmentation Routine (Sound by Sound)

Lessons include Step 1: Introduce, Step 2 (I Do), Step 3 Guided Practice/Practice (We Do/You Do), Corrective Feedback, Connect to Spelling, and Multimodal and Multisensory Supports.

- Pages 6–7

Professional Development

Instructional Guides

Instructional Routines Booklet

- Routine 9: Phonemic Awareness | Oral Segmentation, p. 19

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Digraphs sh, th

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

Digraphs ch, tch, wh

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

Digraphs ng, nk

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

Read Connected Text

Connected Text/Interact with the Text

For example:

Directions: Mark the text.

1. Circle all the words with ch.

2. Draw a box around the word with wh.

(SE/TE p. 139)

“This and That”

- Unit 2, Lesson 9, SE/TE p. 125

“Our Dog Butch”

- Unit 2, Lesson 10, SE/TE p. 139

“The Rink”

- Unit 2, Lesson 11, SE/TE p. 153

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 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

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

continued

continued

Read Connected Text

Take-Home Book

Lesson 9: Digraphs sh, th

“The Big Wish”

- Unit 2, Lesson 9, SE/TE pp. 129–130

Lesson 10: Digraphs ch, tch, wh

“Will We Win?”

- Unit 2, Lesson 10, SE/TE pp. 143–144

Lesson 11: Digraphs ng, nk

“The King’s Song”

- Unit 2, Lesson 11, SE/TE pp. 157–158

Independent Practice

Read and Write

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

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

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

TEACHER’S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

Digraphs sh, th

- Unit 2, Lesson 9, TE p. 123

Digraphs ch, tch, wh

- Unit 2, Lesson 10, TE p. 137

Digraphs ng, nk

- Unit 2, Lesson 11, TE p. 151

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

continued

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Word Sort

Open Sort/Closed Sort/Check and Discuss

For example:

Closed Sort Tell children that they will now sort the words according to digraphs **sh** and **th**. Use Student Book, page 126. Model sorting the first word. Have children write the words in the correct column. Circulate and ask children why they are putting specific words into each column. When completed, have children read the completed word lists in each box. (TE p. 126)

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

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

Teacher Table: Intervention

Think and Write

For example:

Repeat the Think and Write activity on Student Book, page 155 with children who struggle. • Use sound boxes and counters. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound. Have children repeat. them write the words in their journals. • Then model how to connect each sound with a spelling. For example, ask: What is the first sound in ring? What spelling do we write for the /r/ sound? Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letter r. • Guide children to orally segment each remaining word, then replace each counter with a spelling. Continue with words such as: hung, long, junk, thank, skunk, stung. (TE p. 156)

- Unit 2, Lesson 9, TE p. 128
- Unit 2, Lesson 10, TE p. 142
- Unit 2, Lesson 11, TE p. 156

Word Building

- Unit 2, Lesson 9, TE p. 131
- Unit 2, Lesson 10, TE p. 145
- Unit 2, Lesson 11, TE p. 159

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

continued

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Independent/Partner Work

Spell Words

Have children complete the Spell It activity for the lesson. Prompt each child to select five words for their partner to write. Have them use the words on the Student Book page to self-correct their work.

- Unit 2, Lesson 9, TE p. 130
- Unit 2, Lesson 10, TE p. 144
- Unit 2, Lesson 11, TE p. 158

Dictation

Listen and Spell

For example:

Some children might have difficulty distinguishing between /sh/ and /ch/ and misspell words with digraph sh. Give them additional practice sorting, reading, and building words with sh. Teach children a small set of high-utility words (e.g., ship, cash, dish). Have them write the words in their journals. (TE p. 133)

- Unit 2, Lesson 9, TE p. 133
- Unit 2, Lesson 10, TE p. 147
- Unit 2, Lesson 11, TE p. 161

FLUENCY BOOSTER PRACTICE BOOK

Decodable Text

Take-Home Book

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.

“Beth’s Wish”

- Lesson 9, pp. 35–36

“What Is for Lunch?”

- Lesson 10, pp. 39–40

“Things with Wings”

- Lesson 11, pp. 43–44

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> 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.</p> <p style="text-align: center;">CONSONANT DIGRAPHS</p> <p>Level A (ng, nk) “The King’s Song” Take-Home Book and Lesson Plan CONSONANT DIGRAPHS</p> <p>Level A (sh, th) “Beth’s Wish” Take-Home Book and Lesson Plan CONSONANT DIGRAPHS</p> <p>Level A (sh, th) “The Big Wish” Take-Home Book and Lesson Plan</p> <p><i>Sound Wall</i> Consonant Wall Articulation Videos & Consonant Sound Cards Consonant Wall • Nasals (/ng) • Fricatives (/th/, sh/) • Affricatives (/ch/) Phoneme/Grapheme Cards Grapheme Wall Grapheme Wall • Digraphs Phoneme/Grapheme Cards</p>
<p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It In each lesson, children learn and apply a phonics skill to decode several regularly spelled one-syllable words in isolation.</p> <p>I-Blends</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 81 <p>r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> • Unit 5, Lesson 21, SE/TE p. 297 <p>Long e (y, ey, ie)</p> <ul style="list-style-type: none"> • Unit 6, Lesson 30, SE/TE p. 425 <p style="text-align: center;"><i>continued</i></p>

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
B. Decode regularly spelled one-syllable words.

continued

continued

Read Connected Text

Connected Text/Interact with the Text
Children decode regularly spelled one-syllable words in connected text.

- Lesson 6: I-Blends
“The Plan for the Play”
 - Unit 2, Lesson 6, SE/TE p. 83
- Lesson 21: r-Controlled er, ir, ur
“How to Make a Sandcastle”
 - Unit 5, Lesson 21, SE/TE p. 299
- Lesson 30: Long e (y, ey, ie)
“How to Have Fun at the Zoo”
 - Unit 6, Lesson 30, SE/TE p. 427

Read Connected Text

Take-Home Book
Children decode regularly spelled one-syllable words in connected text.

- Lesson 6: I-Blends
“What Are These Things?”
 - Unit 2, Lesson 6, SE/TE pp. 87–88
- Lesson 21: r-Controlled er, ir, ur
“Pam Gets Hurt”
 - Unit 5, Lesson 21, SE/TE p. 299
- Lesson 30: Long e (y, ey, ie)
“My Super Silly Story”
 - Unit 6, Lesson 30, SE/TE pp. 431–432

Independent Practice

Read and Write

- Unit 2, Lesson 6, SE/TE p. 90
- Unit 5, Lesson 21, SE/TE p. 306
- Unit 6, Lesson 30, SE/TE p. 434

Cumulative Review

Build Fluency

- Unit 2, Lesson 6, SE/TE p. 91
- Unit 5, Lesson 21, SE/TE p. 307
- Unit 6, Lesson 30, SE/TE p. 435

TEACHER’S EDITION

Introduce Sound-Spelling

Learn and Blend/Blend It

- I-Blends**
 - Unit 2, Lesson 6, TE p. 81
- r-Controlled er, ir, ur**
 - Unit 5, Lesson 21, TE p. 297
- Long e (y, ey, ie)**
 - Unit 6, Lesson 30, TE p. 425

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled one-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview Decodable Text Word Analysis Level A Decodable Text Word Analysis Professional Development High-Impact Routines by Wiley Blevins High-Impact Routine: Decodable Texts (video)</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>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 <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>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.</p> <p>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.</p> <p>Lesson 6: l-Blends “Things on My Block” • Lesson 6, pp. 23–24</p> <p>Lesson 21: r-Controlled er, ir, ur “The Birds” • Lesson 21, pp. 83–84</p> <p>Lesson 30: Long e (y, ey, ie) “The Little Red Hen” • Lesson 30, pp. 119–120</p> <p style="text-align: right;"><i>continued</i></p>
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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled one-syllable words.</p>	<p><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> 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.</p> <p style="text-align: center;">BLENDS/L-BLENDS</p> <p>Level A “What Are These Things?” Take-Home Book and Lesson Plan R-CONTROLLED VOWELS/R-CONTROLLED Ū</p> <p>Level A “Pam Gets Hurt” Take-Home Book and Lesson Plan LONG VOWELS/LONG E</p> <p>Level A (y, ey, ie) “The Little Red Hen” Take-Home Book and Lesson Plan</p>
<p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: right;">~~~~~ Final e ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It</p> <p>Lesson 12: Final e (a_e, i_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 167 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 181 <p><i>Read Connected Text</i> Connected Text/Interact with the Text</p> <p>Lesson 12: Final e (a_e, i_e) “The Plane Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 169 <p>Lesson 13: Final e (o_e, u_e, e_e) “My Garden”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 183 <p><i>Word Sort</i> Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 170 Unit 3, Lesson 13, SE/TE p. 184 <p><i>Dictation</i> Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE p. 171/TE pp. 171–172 Unit 3, Lesson 13, SE p. 185/TE pp. 185–186 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

<i>continued</i>	<i>continued</i>
<p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p style="text-align: center;">~~~~~ Final e (continued) ~~~~~</p> <p>Word Building Make New Words</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 172 • Unit 3, Lesson 13, SE/TE p. 186 <p>Read Connected Text Take-Home Book Lesson 12: Final e (a_e, i_e) “The Big Race”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE pp. 173-174 <p>Lesson 13: Final e (o_e, u_e, e_e) “Let’s Bake a Cake!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE pp. 187-188 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 176 • Unit 3, Lesson 13, SE/TE p. 190 • Unit 4, Lesson 15, SE/TE p. 220 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 177 • Unit 3, Lesson 13, SE/TE p. 191 • Unit 4, Lesson 15, SE/TE p. 221 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 178 • Unit 3, Lesson 13, SE/TE p. 192 • Unit 4, Lesson 15, SE/TE p. 222 <p>Read Connected Text Take-Home Book Lesson 12: Final e (a_e, i_e) “The Big Race”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE pp. 173-174 <p>Lesson 13: Final e (o_e, u_e, e_e) “Let’s Bake a Cake!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE pp. 187-188 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 176 • Unit 3, Lesson 13, SE/TE p. 190 • Unit 4, Lesson 15, SE/TE p. 220
<i>continued</i>	<i>continued</i>

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Final e (continued) ~~~~~</p> <p>Cumulative Review</p> <p>Build Fluency</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 177 • Unit 3, Lesson 13, SE/TE p. 191 • Unit 4, Lesson 15, SE/TE p. 221 <p>Word Building</p> <p>Word Ladder</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 178 • Unit 3, Lesson 13, SE/TE p. 192 • Unit 4, Lesson 15, SE/TE p. 222 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <p>Learn and Blend/Blend It</p> <p>Lesson 12: Final e (a_e, i_e)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE p. 167 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 181 <p>Word Sort</p> <p>Open Sort/Closed Sort/Check and Discuss</p> <p><i>For example:</i></p> <p>Check and Discuss Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that the vowel and final e work together to make a long vowel sound (the vowel says its name), and the final e is silent. This is a different kind of vowel team because the vowels are not side-by-side in the word. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading final e words. (TE p. 170)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE p. 170 • Unit 3, Lesson 13, TE p. 184 <p>Sound-Spelling/Blending</p> <p>Cumulative Quick Check</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE pp. 171, 173, 176, 178 • Unit 3, Lesson 13, TE pp. 185, 187, 190, 192 <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

<p><i>continued</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Final e (continued) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>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 <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>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.</p> <p>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.</p> <p>Lesson 12: Final e (a_e, i_e)</p> <p>“Ice Is Nice!”</p> <ul style="list-style-type: none"> Lesson 12, pp. 47–48 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <p>“Pete’s Note”</p> <ul style="list-style-type: none"> Lesson 13, pp. 51–52 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>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.</p> <p style="text-align: right;">LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> Level A (a_e, i_e) <p>“Ice Is Nice”</p> <p>Take-Home Book and Lesson Plan</p> <p style="text-align: right;">LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level A (ee, ea) <p>“The Seaside”</p> <p>Take-Home Book and Lesson Plan</p> <p>Sound Wall</p> <p>Beginning with the Sound Wall cards, teachers introduce the phoneme skill. The articulation videos reinforce the pronunciation of the sounds and formation of the mouth.</p> <p>Vowel Valley</p> <p>Grapheme Wall</p> <p>Long Vowels</p> <p><i>continued</i></p>
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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.

continued

continued

Common Vowel Teams

STUDENT EDITION/TEACHER'S EDITION

Introduction

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 18: Long i (y, igh)

- Unit 4, Lesson 18, SE/TE p. 253

Read Connected Text

Connected Text/Interact with the Text

Lesson 15: Long a (ai, ay)

“What Will I Paint?”

- Unit 4, Lesson 15, SE/TE p. 213

Lesson 16: Long e (ee, ea)

“Good Deeds”

- Unit 4, Lesson 16, SE/TE p. 227

Lesson 18: Long i (y, igh)

“How to Grow a Bean Plant”

- Unit 4, Lesson 18, SE/TE p. 255

Word Sort

Sort It Out

- Unit 4, Lesson 15, SE/TE p. 214
- Unit 4, Lesson 16, SE/TE p. 228
- Unit 4, Lesson 18, SE/TE p. 256

Dictation

Think and Write/Listen and Spell

- Unit 4, Lesson 15, SE p. 215/TE pp. 215–216
- Unit 4, Lesson 16, SE p. 229/TE pp. 229–230
- Unit 4, Lesson 18, SE p. 257/TE pp. 257–258

Word Building

Make New Words

- Unit 4, Lesson 15, SE/TE p. 216
- Unit 4, Lesson 16, SE/TE p. 230
- Unit 4, Lesson 18, SE/TE p. 258

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.

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~~~~~ **Common Vowel Teams** (continued) ~~~~~

***Read Connected Text***

Take-Home Book

Lesson 15: Long a (ai, ay)

**“My Big Trip”**

- Unit 4, Lesson 15, SE/TE pp. 217–218

Lesson 16: Long e (ee, ea)

**“The Seaside”**

- Unit 4, Lesson 16, SE/TE pp. 231–232

Lesson 18: Long i (y, igh)

**“The Night Sky”**

- Unit 4, Lesson 18, SE/TE pp. 259–260

***Independent Practice***

Read and Write

- Unit 4, Lesson 15, SE/TE p. 220
- Unit 4, Lesson 16, SE/TE p. 234
- Unit 4, Lesson 18, SE/TE p. 262

***Cumulative Review***

Build Fluency

- Unit 4, Lesson 15, SE/TE p. 221
- Unit 4, Lesson 16, SE/TE p. 235
- Unit 4, Lesson 18, SE/TE p. 263

***Word Building***

Word Ladder

- Unit 4, Lesson 15, SE/TE p. 222
- Unit 4, Lesson 16, SE/TE p. 236
- Unit 4, Lesson 18, SE/TE p. 264

**TEACHER’S EDITION**

***Introduce Sound-Spelling***

Learn and Blend/Blend It

**Lesson 15: Long a (ai, ay)**

- Unit 4, Lesson 15, TE p. 211

**Lesson 16: Long e (ee, ea)**

- Unit 4, Lesson 16, TE p. 225

**Lesson 18: Long i (y, igh)**

- Unit 4, Lesson 18, TE p. 253

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**LANGUAGE DOMAIN – GRADE 1**

**Foundational Skills: Reading Language**

***Phonics and Word Recognition***

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

*continued*

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.

*continued*

*continued*

~~~~~ **Common Vowel Teams** (continued) ~~~~~

Word Sort

Open Sort/Closed Sort/Check and Discuss

For example:

Check and Discuss Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that the ai spelling for long a never appears at the end of a word. Have children record their new learning on the page. Point out that this word awareness will help them in spelling and reading long a words. (TE p. 214)

- Unit 4, Lesson 15, TE p. 214
- Unit 4, Lesson 16, TE p. 228
- Unit 4, Lesson 18, TE p. 256

Sound-Spelling/Blending

Cumulative Quick Check

- Unit 4, Lesson 15, TE pp. 215, 217, 220, 222
- Unit 4, Lesson 16, TE pp. 229, 231, 234, 236
- Unit 4, Lesson 18, TE pp. 257, 259, 262, 264

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 15: Long a (ai, ay)

“Snail Mail”

- Lesson 15, pp. 59–60

Lesson 16: Long e (ee, ea)

“In the Sea”

- Lesson 16, pp. 63–64

Lesson 18: Long i (y, igh)

“The Flies”

- Lesson 18, pp. 71–72

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
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| <p style="text-align: center;"><i>continued</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> | <p style="text-align: center;"><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u>
<i>Decodable Library</i>
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.</p> <p style="text-align: right;">LONG VOWELS/LONG A</p> <ul style="list-style-type: none"> Level A (ai, ay)
“My Big Trip”
Take-Home Book and Lesson Plan <p style="text-align: right;">LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level A (ee, ea)
“The Seaside”
Take-Home Book and Lesson Plan <p style="text-align: right;">LONG VOWELS/LONG I</p> <ul style="list-style-type: none"> Level A (y, igh)
“The Night Sky”
Take-Home Book and Lesson Plan <p><i>Sound Wall</i>
Beginning with the Sound Wall cards, teachers introduce the phoneme skill. The articulation videos reinforce the pronunciation of the sounds and formation of the mouth.</p> <ul style="list-style-type: none"> Grapheme Wall Long Vowels |
| <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p> | <p><u>STUDENT EDITION/TEACHER’S EDITION</u>
<i>Introduction</i>
Learn and Blend/Blend It</p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 211 <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 325 <p style="text-align: center;"><i>continued</i></p> |

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|---|---|
| <p style="text-align: center;"><i>continued</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> | <p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION
<i>Introduce Sound-Spelling</i>
Learn and Blend/Blend It
<i>For example:</i>
<i>Review long a spelled a_e. Point out that the long a sound /ā/ can also be spelled ai and ay. Write train and late, underline the long a spelling in each word, and model blending. Then read aloud the rhyme several times. Prompt children to join in, emphasizing that the letter a has two sounds—the long a sound /ā/ and the short a sound /a/. (TE p. 211)</i></p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 9 <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 211 <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, TE p. 325 <p>TE DIGITAL RESOURCES*
<i>Units 1-6</i>
Lessons 1-30
Interactive Instructional Resources
Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 2 Unit 3, Lesson 13 Unit 4, Lesson 17 |
| <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p style="text-align: center;"><i>continued</i></p> | <p>STUDENT EDITION/TEACHER'S EDITION
<i>Introduction</i>
Learn and Blend/Blend It
<i>Challenge</i>
Children decode two-syllable words by breaking the words into syllables following basic patterns.</p> <p>Lesson 16: Long e (ee, ea)</p> <ul style="list-style-type: none"> Unit 4, Lesson 16, SE/TE p. 225 <p>Lesson 20: r-Controlled /är/</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 283 <p>Diphthong /oi/</p> <ul style="list-style-type: none"> Unit 5, Lesson 25, SE/TE p. 353 <p style="text-align: center;"><i>continued</i></p> |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

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TEACHER'S EDITION

Word Study/Morphology

Children decode two-syllable words by breaking the words into syllables.

For example:

Write the compound word birdbath. Ask: How do we divide this word into syllables? Guide children to identify the r-controlled vowel sound in bird and the short a sound in bath. Draw a line between the two syllables: bird/bath. Have children blend the syllables to read the word. (TE p. 305)

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 20, TE p. 291

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 21, TE p. 305

Word Study/Morphology: Transition to Longer Words

- Unit 6, Lesson 28, TE p. 405

Sound-Spelling/Blending

For example:

Write the word little. Have children examine the word. Work with them to recall some of the "rules" they learned for breaking words into syllables. Then have them read the word. Repeat with the words rabbit, purple, ended, and mildest. (TE p. 406)

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 20, TE p. 292

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 21, TE p. 306

Word Study/Morphology: Transition to Longer Words

- Unit 6, Lesson 28, TE p. 406

Teacher Table: Intervention

For example:

Repeat the multisyllabic words activity with children who struggled. Remind children that every syllable has only one vowel sound. Then have them examine the parts of the word and use the vowel sound in each to help read the word. (TE p. 292)

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 20, TE p. 292

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 21, TE p. 306

Word Study/Morphology: Transition to Longer Words

- Unit 6, Lesson 28, TE p. 406

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

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| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
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| <i>continued</i> | <i>continued</i> |
| <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> | <p>TE DIGITAL RESOURCES*</p> <p>Assessment
Benchmark PDF
Benchmark Assessments
Comprehensive Phonics Survey: Nonsense Word Reading
E. Word Study (Multisyllabic Words)</p> <p>Syllable Types Support
Syllable Types Student Resources/Instructional Resources
Syllable Types
Word Study/Morphology
Closed Syllables
Consonant + le Syllables
Final e Syllables
Open Syllables
Vowel Team Syllables
r-Controlled Vowel Syllables</p> <p><i>Additional teacher support</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Professional Development
Instructional Support by Wiley Blevins
Multisyllabic Words (video)</p> |
| <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).</p> | <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>High-Frequency Words
Read-Spell-Write</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 82 • Unit 4, Lesson 15, SE/TE p. 212 • Unit 5, Lesson 24, SE/TE p. 340 <p>TEACHER'S EDITION</p> <p>High-Frequency Words
Review/Extend</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 85 • Unit 4, Lesson 15, TE p. 215 • Unit 5, Lesson 24, TE p. 343 <p>Review/Use in Context</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 87 • Unit 4, Lesson 15, TE p. 217 • Unit 5, Lesson 24, TE p. 345 <p>Build Fluency/Review</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 92 • Unit 4, Lesson 15, TE p. 222 • Unit 5, Lesson 24, TE p. 350 |
| <i>continued</i> | <i>continued</i> |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

continued

continued

TE DIGITAL RESOURCES*

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

Each Unit (Units 1–6)

Each Lesson (Lessons 1–30)

Instructional Resources

Decodable Text Lesson Plan

New High-Frequency and Story Words

The teacher introduces/preteaches high-frequency words for each story.

“Little Bugs, Big Bugs”

• Unit 1, Lesson 4

“The New School”

• Unit 4, Lesson 14

“On the Farm”

• Unit 5, Lesson 20, TE p. 290

FLUENCY BOOSTER TEACHER’S COMPONENT*

Lessons

Lessons are organized in groups corresponding to Grade 1 Units.

Each Lesson (Lessons 1–30)

Decodable Text Lesson Plan

New High-Frequency and Story Words

The teacher introduces/preteaches high-frequency words for each story.

“Skunks”

• Lesson 7, p. 29

“In the Sea”

• Lesson 16, p. 65

“Claws”

• Lesson 26

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

continued

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

Each Title

Organized by skill and level, each online decodable text in the Decodable Library includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print.

Decodable Text Lesson Plan

New High-Frequency and Story Words

The teacher introduces/preteaches high-frequency words for each story.

BLENDS/S-BLENDS

Level A

“Skunks”

LONG VOWELS/LONG E

Level A (y, ey, ie)

“The Little Red Hen”

LONG VOWELS/LONG I

Level A (y, igh)

“The Flies”

Additional teacher support

TE DIGITAL RESOURCES*

Overview

High-Frequency Words

High-Frequency Word List, Level A

High-frequency words are listed by lesson and main skill.

Decodable High-Frequency Words

High-frequency words are organized according to Phonics Skill, Simple Words (K-1), Complex Words (1-2), and Multisyllabic Words (2-3)

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

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Phonics and Word Recognition

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

STUDENT EDITION/TEACHER'S EDITION

High-Frequency Words

Read-Spell-Write

Point out any letter-sounds or spellings children might already know or that are the same as other words they have learned.

For example:

*Spell the word aloud and have children repeat it. **Briefly point out any known spellings and then highlight the irregular or unknown spellings that need to be remembered "by heart."** Underline, write in a different color, or draw a heart above these letters.*

Say: The word were is spelled w-e-r-e. Spell it with me: w-e-r-e. What sound do you hear at the beginning of were? What letter do we write for this sound? What sound ending with /r/ do you hear next? What letters do we write for this sound? Point out that the ere spelling is the part children need to remember by heart. (TE p. 124)

- Unit 2, Lesson 9, SE/TE p. 124
- Unit 4, Lesson 14, SE/TE p. 198
- Unit 5, Lesson 22, SE/TE p. 312

Additional teacher support

TE DIGITAL RESOURCES*

Overview

High-Frequency Words

Decodable High-Frequency Words

List includes Phonics Skill, Simple Words (K-1), Complex Words (1-2), and Multisyllabic Words (2-3)

Irregular High-Frequency Words

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.

STUDENT EDITION/TEACHER'S EDITION

Read Connected Text

Connected Text/Interact with the Text

Lesson 1: Short a

“My Cat”

- Unit 1, Lesson 1, SE/TE p. 11

Lesson 10: Digraphs ch, tch, wh

“Our Dog Butch”

- Unit 2, Lesson 10, SE/TE p. 139

Lesson 27: r-Controlled are, air, ear

“Fran and Jan”

- Unit 5, Lesson 27, SE/TE p. 383

Read Connected Text

Take-Home Book

Lesson 1: Short a

“What Do We Like?”

- Unit 1, Lesson 1, SE/TE pp. 15–16

Lesson 10: Digraphs ch, tch, wh

“Will We Win?”

- Unit 2, Lesson 10, SE/TE pp. 143–144

Lesson 27: r-Controlled are, air, ear

“The Three Bears: A Retelling”

- Unit 5, Lesson 27, SE/TE pp. 387–388

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Lesson 1: Short a

“I Like”

- Take-Home Book, pp. 3–4
- Comprehension and Vocabulary, p. 5
- Writing, p. 6

Lesson 10: Digraphs ch, tch, wh

“What Is for Lunch?”

- Take-Home Book, pp. 39–40
- Comprehension and Vocabulary, p. 41
- Writing, p. 42

Lesson 27: r-Controlled are, air, ear

“What a Pair!”

- Take-Home Book, pp. 107–108
- Comprehension and Vocabulary, p. 109
- Writing, p. 110

continued

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

| | |
|--|--|
| <i>continued</i> | <i>continued</i> |
| <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> | <p>TE DIGITAL RESOURCES*</p> <p>Units 1–6
Lessons 1–30: Instructional Resources: Take-Home Book Lesson Plan
Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Unit 1, Lesson 1: Short a
“What Do We Like?” Lesson Plan</p> <p>Unit 2, Lesson 10: Digraphs ch, tch, wh
“Will We Win?” Lesson Plan</p> <p>Unit 5, Lesson 27: r-Controlled are, air, ear
“The Three Bears: A Retelling” Lesson Plan</p> <p>FLUENCY BOOSTER TEACHER’S COMPONENT*</p> <p>Lessons 1–30
Decodable Text Lesson Plan
Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson 1: Short a
“I Like”</p> <p>Lesson 10: Digraphs ch, tch, wh
“What Is for Lunch?”</p> <p>Lesson 27: r-Controlled are, air, ear
“What a Pair!”</p> |
| <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p style="text-align: center;"><i>continued</i></p> | <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction
Daily Practice: Build Fluency
Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, SE/TE p. 37 • Unit 4, Lesson 15, SE/TE p. 211 • Unit 5, Lesson 24, SE/TE p. 339 <p style="text-align: center;"><i>continued</i></p> |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

continued

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?”

- 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

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

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|--|--|
| <p><i>continued</i></p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><i>continued</i></p> | <p><i>continued</i></p> <p>Independent/Partner Work
Take-Home Book
<i>Build Fluency</i>
Have children reread stories in their Take-Home Book folders.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 49 • Unit 4, Lesson 15, TE p. 223 • Unit 5, Lesson 24, TE p. 351 <p>Home-School Connection
<i>Build Fluency</i>
Have children read their Take-Home Book with their families.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 43 • Unit 4, Lesson 15, TE p. 217 • Unit 5, Lesson 24, TE p. 345 <p><u>TE DIGITAL RESOURCES*</u>
Assessment
Assessment Overview
Formative Assessments
• Fluency Assessment Guidance, p. 3</p> <p>Formative
Formative Assessments
• Fluency Assessment Guidance</p> <p>Differentiation Supports
Additional Routines
Fluency Routines and Minilessons, Level A
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 20: Repeated Readings
Lesson 29: 2-Minute Drills</p> <p>Units 1–6
Student and Family Resources
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 Speed Drill
Build Fluency</p> <p><i>continued</i></p> |
|--|--|

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

continued

continued

Units 1–6

Instructional Resources

Unit Speed Drill Instructional Resource

Build Fluency

For example:

Guide children to read one-syllable words with long vowels to build fluency and determine skill deficits for small group instruction. This activity builds mastery of a set of words containing cumulative skills from Units 2 and 4. The set of words is repeated multiple times in the 50-word grid. (Unit 4 Speed Drill)

Lessons 1–30: Instructional Resources: Take-Home Book 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.

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

FLUENCY BOOSTER PRACTICE BOOK

Fluency Practice

Fluency Practice 1–4

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?

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Fluency

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|---|---|
| <p style="text-align: center;"><i>continued</i></p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> | <p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER TEACHER'S COMPONENT*</p> <p>Each Lesson</p> <p>Decodable Text Lesson Plan</p> <p>Before Reading</p> <p><i>English-Learner Supports</i></p> <p>Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading</p> <p><i>Technique</i></p> <p>Have children whisper-read the book and then do a choral read.</p> <p>After Reading</p> <p><i>Fluency Plan</i></p> <p>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.</p> <p>Lesson 3: Short o</p> <p>“Jump” Lesson Plan</p> <p>Lesson 15: Long a (ai, ay)</p> <p>“Snail Mail” Lesson Plan</p> <p>Lesson 24: Diphthong /ou/ (ou, ow)</p> <p>“Up and Down” Lesson Plan</p> |
| <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p> | <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <p>Connected Text</p> <p>Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p>For example:</p> <p><i>If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? (TE p. 241)</i></p> <p>“The Big Bag”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 25 <p>“The Plane Ride”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 169 <p>“Let's Go Camping”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 241 <p style="text-align: center;"><i>continued</i></p> |

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Reading Language

Fluency

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

continued

Read Connected Text

Take-Home Book

First Read (Read Together)

Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. (TE p. 102)

“The Best Snack”

- Unit 2, Lesson 7, TE p. 102

“The Boat”

- Unit 4, Lesson 17, TE p. 246

“The Three Bears: A Retelling”

- Unit 5, Lesson 27, TE p. 388

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

| | | | | | | | | | | | | | | | | |
|---|--|------------|------|------------|---|-----|---|------|---|-----|---|-----|-----|-------|----|------|
| <p>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</p> <p>A. Write the upper and lowercase alphabets from memory.</p> | <p>TE DIGITAL RESOURCES*</p> <p>Assessment
Formative Assessments
Letter Formation Assessment</p> <p>Handwriting
Additional Routines
Letter Formation Cards
Letter Formation Chart
Letter Formation Instruction</p> <ul style="list-style-type: none"> • Pencil Grip, p. 1 • Posture, p. 2 • Spacing, p. 3 • Strokes, p. 3 • General Tips, p. 4 • Letter Formation Guide, pp. 5–8 <p>Letter Formation Practice</p> | | | | | | | | | | | | | | | |
| <p>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</p> <p>B. Write a common grapheme (letter or letter group) for each phoneme.</p> | <p>TE DIGITAL RESOURCES*</p> <p>Handwriting
Additional Routines
Letter Formation Practice</p> <ul style="list-style-type: none"> • Trace and Write: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Sound Wall
Grapheme Wall
Phoneme/Grapheme Cards
For example:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">/j/</td> <td></td> <td style="text-align: center;">/k/</td> </tr> <tr> <td style="text-align: center;">j</td> <td style="text-align: center;">jam</td> <td style="text-align: center;">k</td> <td style="text-align: center;">kite</td> </tr> <tr> <td style="text-align: center;">g</td> <td style="text-align: center;">gem</td> <td style="text-align: center;">c</td> <td style="text-align: center;">can</td> </tr> <tr> <td style="text-align: center;">dge</td> <td style="text-align: center;">dodge</td> <td style="text-align: center;">ck</td> <td style="text-align: center;">duck</td> </tr> </table> | /j/ | | /k/ | j | jam | k | kite | g | gem | c | can | dge | dodge | ck | duck |
| /j/ | | /k/ | | | | | | | | | | | | | | |
| j | jam | k | kite | | | | | | | | | | | | | |
| g | gem | c | can | | | | | | | | | | | | | |
| dge | dodge | ck | duck | | | | | | | | | | | | | |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
C. Orally segment the phonemes in any single syllable, spoken word.

TEACHER'S EDITION

Phonemic Awareness

Oral Segmentation

For example:

Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: egg; leg; let; hen; men; bell; bells; gets. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 69)

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

TE DIGITAL RESOURCES*

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 9: Phonemic Awareness—Oral Segmentation

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

- Pages 19–20

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
D. Recognize that each syllable is organized around a vowel sound.

TEACHER'S EDITION

Word Study/Morphology

Transition to Longer Words

Children examine words, divide them into syllables, identify the vowel sound in each syllable, and then blend them to read the words.

For example:

Call attention to the syllables. Explain that every syllable in a word has only one vowel sound. (TE p. 291)

- Unit 5, Lesson 20, TE p. 291

- Unit 5, Lesson 24, TE p. 347

- Unit 6, Lesson 28, TE p. 406

continued

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sound-Letter Basics

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- D. Recognize that each syllable is organized around a vowel sound.

continued

Sound-Spelling/Blending

Word Study/Morphology: Transition to Longer Words
Have children examine the word before dividing it into syllables. Draw a line between the syllables and call attention to the vowel sound in each syllable. Then have children read the word.

- Unit 5, Lesson 20, TE p. 292
- Unit 5, Lesson 25, TE p. 362
- Unit 6, Lesson 29, TE p. 420

Teacher Table: Intervention

Word Study/Morphology: Transition to Longer Words
Have children divide the words into syllables and read the words.

- Unit 5, Lesson 20, TE p. 292
- Unit 5, Lesson 25, TE p. 362
- Unit 6, Lesson 29, TE p. 420

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
A. Short vowels and single consonants.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Daily Practice: Spell It

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

Word Sort

Sort It Out

- Unit 1, Lesson 1, SE/TE p. 12
- Unit 1, Lesson 3, SE/TE p. 40
- Unit 1, Lesson 5, SE/TE p. 68

Dictation

Think and Write/Listen and Spell

Children 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

Word Building

Make New Words

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

- Unit 1, Lesson 1, SE/TE p. 14
- Unit 1, Lesson 3, SE/TE p. 42
- Unit 1, Lesson 5, SE/TE p. 70

Independent Practice

Read and Write

- Unit 1, Lesson 1, SE/TE p. 18
- Unit 1, Lesson 3, SE/TE p. 46
- Unit 1, Lesson 5, SE/TE p. 74

Cumulative Review

Build Fluency

Children complete each sentence using at least one word with the lesson skill.

- 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

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

~~~~~ **Consonant Graphemes qu, x, -ck** ~~~~~

STUDENT EDITION/TEACHER'S EDITION

**Introduction**

Blend It

*fox, fix, box*

- Unit 1, Lesson 3, SE/TE p. 27

**Dictation**

Think and Write/Listen and Spell

*black, clock*

- Unit 2, Lesson 6, SE p. 85/TE pp. 85–86

*truck*

- Unit 2, Lesson 8, SE p. 113/TE pp. 113–114

*check*

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

**Word Sort**

Sort It Out

*queen*

- Unit 3, Lesson 16, SE/TE p. 228

**Word Study/Morphology**

Transition to Longer Words

*box, boxes, boxing*

- Unit 6, Lesson 29, SE p. 419/TE pp. 419–420

*fox, foxes*

- Unit 6, Lesson 30, SE p. 433/TE pp. 433–434

~~~~~ **Digraphs** ~~~~~

STUDENT EDITION/TEACHER'S EDITION

Introduction

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

continued

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

continued

continued

Digraphs (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

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

- 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

Children complete each sentence using at least one word with the lesson skill.

- Unit 2, Lesson 9, SE/TE p. 133
- Unit 2, Lesson 10, SE/TE p. 147
- Unit 2, Lesson 11, SE/TE p. 161

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

TEACHER'S EDITION

Teacher Table: Assessment

Extend the Assessment

Check on children's growing ability to spell words with digraphs.

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

continued

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Spelling

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|--|---|
| <p style="text-align: center;"><i>continued</i></p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:</p> <p>B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).</p> | <p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Doubled Letters (continued) ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u>
Word Study/Morphology</p> <p>Double Final Consonants (-ll, -ss, -zz)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, SE/TE p. 45 <p>Double Final Consonants (-dd, -ll, -zz)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 59 |
| <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:</p> <p>C. Initial and final consonant blends (must, slab, plump).</p> <p style="text-align: center;"><i>continued</i></p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u>
Introduction</p> <p>Daily Practice: Spell It</p> <p>I-Blends</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 81 <p>s-Blends</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 95 <p>r-Blends</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8, SE/TE p. 109 <p>Word Sort</p> <p>Sort It Out</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 84 • Unit 2, Lesson 7, SE/TE p. 98 • Unit 2, Lesson 8, SE/TE p. 112 <p>Dictation</p> <p>Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE p. 85/TE pp. 85–86 • Unit 2, Lesson 7, SE p. 99/TE pp. 99–100 • Unit 2, Lesson 8, SE p. 113/TE pp. 113–114 <p>Word Building</p> <p>Make New Words</p> <p>Children use letter cards to build or make words with initial and final consonant blends.</p> <p><i>For example:</i></p> <p><i>Guide children to use letter cards to build or make the following words in sequence: ship, shop, hop, hip, dip, dish, wish, fish. Have them cut out the letter cards on Student Book, page 442. (TE p. 128)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 86 • Unit 2, Lesson 7, SE/TE p. 100 • Unit 2, Lesson 8, SE/TE p. 114 <p style="text-align: center;"><i>continued</i></p> |

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LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Spelling

NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1

FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS

continued

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
C. Initial and final consonant blends (must, slab, plump).

continued

Independent Practice

Read and Write

- Unit 2, Lesson 6, SE/TE p. 92
- Unit 2, Lesson 7, SE/TE p. 106
- Unit 2, Lesson 8, SE/TE p. 120

Cumulative Review

Build Fluency

Children complete each Build Fluency sentence using at least one study word from the lesson. Next, they write sentences using the given word pairs.

- Unit 2, Lesson 6, SE/TE p. 91
- Unit 2, Lesson 7, SE/TE p. 105
- Unit 2, Lesson 8, SE/TE p. 119

Word Building

Word Ladder

Children build new words sequentially based on clues from the teacher that determine the number of letters to change. Volunteers spell aloud the answers.

- Unit 2, Lesson 6, SE/TE p. 92
- Unit 2, Lesson 7, SE/TE p. 106
- Unit 2, Lesson 8, SE/TE p. 120

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|---|--|
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>A. Write sentences with increasing complexity.</p> | <p>TEACHER'S EDITION
High-Frequency Words
Extend
Children create compound sentences by combining two ideas using <i>and</i>.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8, TE p. 113 • Unit 3, Lesson 13, TE p. 185 • Unit 6, Lesson 28, TE p. 401 |
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
Print Concepts
Understanding How Sentences Work
Use sentences from the story to review proper sentence construction and the capitalization of proper nouns.
<i>For example:</i>
<i>Guide children to recognize and correct the errors by capitalizing Moe and Joe. Review the use of a capital letter in the first word in a sentence and in proper nouns. (TE p. 419)</i></p> <ul style="list-style-type: none"> • Unit 5, Lesson 20, TE p. 291 • Unit 6, Lesson 29, TE p. 419 |
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> | <p>TEACHER'S EDITION
Print Concepts
Understanding How Sentences Work
Use sentences from the lesson Take-Home Book to review proper sentence construction.
<i>For example:</i>
<i>Ask: Is this a telling sentence or an asking sentence? What end mark should we add? Add a period to the sentence. Point out the last sentence on page 4. Ask: What end mark is used in this sentence? Yes, an exclamation point. How does it help us read this sentence? (TE p. 333)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 11, TE p. 159 • Unit 4, Lesson 14, TE p. 205 • Unit 5, Lesson 23, TE p. 333 |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|--|--|
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>E. Use commas in dates and to separate single words in a series.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
Print Concepts
Understanding How Sentences Work
Use sentences from the lesson Take-Home Book to review proper sentence construction.</p> <p><i>For example:</i>
Guide children to notice the commas after <i>Toad and Joan</i>. Say: <i>Are these commas at the end of a sentence? No. These commas have a different job. They separate things in a list. That makes it easier to read the sentence.</i>
(TE p. 247)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 247 • Unit 6, Lesson 29, TE p. 419 |
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> | <p>Children write statements in response to questions or prompts provided in the following activities: Daily Practice: Write About It; Read Connected Text: Interact with the Text; Word Sort, Word Study, and Cumulative Review; and Writing Extension: Write About It assignment. Additional writing activities are suggested in the Teacher's Edition and Decodable Text Lesson Plans.</p> |
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|--|---|
| <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
High-Frequency Words</p> <p>Extend
Prompt children to expand on one sentence by combining two ideas using <i>and</i>.</p> <p>Unit 2, Lesson 6, TE p. 85
Unit 4, Lesson 15, TE p. 215
Unit 5, Lesson 24, TE p. 343</p> |
| <p>L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p> |
| <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p> | <p>TEACHER'S EDITION
Read Connected Text</p> <p>Connected Text
Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><i>For example:</i>
<i>If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? (TE p. 241)</i></p> <p>“The Big Bag”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 25 <p>“The Plane Ride”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 169 <p>“Let’s Go Camping”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 241 <p>Read Connected Text</p> <p>Take-Home Book
<i>First Read (Read Together)</i></p> <p><i>For example:</i>
<i>Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. (TE p. 102)</i></p> <p>“The Best Snack”</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 102 |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|--|--|
| <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
Read Connected Text
Take-Home Book
Check Comprehension
<i>For example:</i>
<i>Why do Dad and Mitch sit on a bench? How do you think they feel as they sit and hear the clock tick? (TE p. 144)</i>
Lesson 10: Digraphs ch, tch, wh
"Will We Win?"
Unit 2, Lesson 10, SE/TE pp. 143–144
Lesson 27: r-Controlled are, air, ear
"The Three Bears: A Retelling"
Unit 5, Lesson 27, TE p. 388</p> |
| <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
Read Connected Text
Take-Home Book
Check Comprehension
<i>For example:</i>
<i>How did the bears feel when they came home to find the pears had been eaten? How do you know? How would you feel if you were Little Bear? (TE p. 388)</i>
Lesson 10: Digraphs ch, tch, wh
"Will We Win?"
Unit 2, Lesson 10, SE/TE pp. 143–144
Lesson 27: r-Controlled are, air, ear
"The Three Bears: A Retelling"
Unit 5, Lesson 27, TE p. 388</p> |
| <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> | <p>TEACHER'S EDITION
Word Sort
Open Sort
<i>For example:</i>
<i>Open Sort Read each word with children to make sure they know all the words. Have partners discuss ways to sort the words. Invite children to share their ideas and model their sort. (TE p. 242)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 40 • Unit 4, Lesson 17, TE p. 242 • Unit 6, Lesson 29, TE p. 414 |

LANGUAGE DOMAIN – GRADE 1

Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

| NEW JERSEY LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADE 1 | FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS |
|--|--|
| <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> | <p>TEACHER'S EDITION
Word Sort
Closed Sort
<i>For example:</i>
<i>Closed Sort Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that words with ie and oe both have long vowel sounds, and when we add -ed to a long i word ending in y, we change the y to i. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading long i and long o words. (TE p. 414)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 40 • Unit 4, Lesson 17, TE p. 242 • Unit 6, Lesson 29, TE p. 414 |
| <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
Home-School Connection
Build Fluency
Children write alternative sentences reflecting home and school experiences with words containing target skills.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 87 • Unit 4, Lesson 15, TE p. 217 • Unit 5, Lesson 24, TE p. 345 |
| <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> | <p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION
Teacher Table: English Learners
Vocabulary
Act out the meanings of lesson words.
<i>For example:</i>
<i>Each day, select several words from the Blend It lines on Student Book, page 167. Focus on words whose meanings can be explained or demonstrated in a concrete way. For example, hold up a tape dispenser, open to a page in a book, or smile. Point to your watch or the clock as you ask: What time is it? (TE p. 167)</i></p> <p>Long e</p> <ul style="list-style-type: none"> • Unit 4, Lesson 16, TE p. 225 <p>r-Controlled Vowel /är/</p> <ul style="list-style-type: none"> • Unit 5, Lesson 20, TE p. 283 <p>Diphthong /oi/</p> <ul style="list-style-type: none"> • Unit 5, Lesson 25, TE p. 353 |