

# From Phonics to Reading

Correlation to the Maryland College and Career Ready Standards for English Language Arts

**Grade 1**



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**READING FOUNDATIONAL SKILLS STANDARDS**

**Print Concepts**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

RF.1.1 Demonstrate understanding of the organization and basic features of print.  
a. Recognize 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 lesson Take-Home Book to review proper sentence construction.

*For example:*

*Point out that every sentence must begin with a capital letter and end with an end mark. Ask: What word should we capitalize in this sentence? (TE p. 17)*

- Unit 1, Lesson 1, TE p. 17

*For example:*

*Point out that a sentence must end with a punctuation mark. Ask: What end mark do we use for this sentence? Is the sentence telling us something? Or, is it asking a question? Review the names and use of periods and question marks. (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\***

**Differentiation Supports**

**Additional Routines**

**Teacher's Guide to Print Concepts**

What Are Print Concepts?

Supporting Instruction of Print Concepts

**Sentences**

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

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonological Awareness**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
a. Distinguish long from short vowel sounds in spoken single-syllable words.

**TEACHER'S EDITION**  
**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 13, TE p. 187
- Unit 4, Lesson 15, TE p. 2171

**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)

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
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:*  
**I-Blends** *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/ /l/ /p/ /t/ /l/ /o/ /p/ /p/ /l/ /a/ /n/*  
*Ask children to blend the sounds together to make a word. Provide corrective feedback by modeling how to stretch together (or sing) the sounds. Introduce the sound-spelling for I-blends in Learn and Blend. (TE p. 81)*

**Lesson 1: Short a**

- Unit 1, Lesson 1, TE p. 9

**Lesson 6: I-Blends**

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

**Lesson 8: r-Blends**

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

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonological Awareness**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

<p><i>continued</i></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p><i>continued</i></p> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Overview</b> Phonological Awareness Scope and Sequence Rationale Modeling the Tasks <b>Oral Blending Routine (Sound by Sound)</b> Lesson includes <i>Step 1: Introduce</i> <i>Step 2: Model (I Do)</i> <i>Step 3: Guided Practice/Practice (We Do/You Do)</i> <i>Corrective Feedback</i> <i>Multimodal and Multisensory Supports.</i></p> <ul style="list-style-type: none"> <li>• Page 5</li> </ul> <p><b>Professional Development</b> Instructional Guides Instructional Routines Booklet <b>Routine 8: Phonemic Awareness: Oral Blending</b> <i>Routine Steps and resources include</i> <i>Step 1: Introduce</i> <i>Step 2: Model (I Do)</i> <i>Step 3: Guided Practice/Practice (We Do/You Do)</i> <i>Sample Teacher Talk</i> <i>Corrective Feedback</i> <i>Multimodal and Multisensory Supports.</i></p> <ul style="list-style-type: none"> <li>• Page 18</li> </ul> <p><b>Assessment</b> Benchmark (PDF) <b>Phonemic Awareness Assessment</b> Part 7: Blending <b>Phonemic Awareness Assessment: Individual Scoring Sheet</b> <b>Phonemic Awareness Assessment: Class Record Sheet</b></p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b> Oral Segmentation Children isolate and pronounce initial, medial vowel, and final sounds as they segment spoken one-syllable words sound by sound. <i>For example:</i> <i>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)</i></p> <p><b>Lesson 9: Digraphs sh, th</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 9, TE p. 127</li> </ul> <p><b>Lesson 16: Long e (ee, ea)</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 16, TE p. 229</li> </ul> <p><b>Lesson 30: Long e (y, ey, ie)</b></p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 30, TE p. 429</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonological Awareness**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.

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**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)

Modeling the Tasks

**Oral Segmentation Routine (Sound by Sound)**

Lesson includes

*Step 1: Introduce*

*Step 2: Model (I Do)*

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

*Corrective Feedback*

*Connect to Spelling*

*Multimodal and Multisensory Supports.*

- Pages 6–7

**Professional Development**

High-Impact Routines by Wiley Blevins

Phonological Awareness (video)

Task Types

**Oddity Tasks (categorization)**

Beginning consonants

Ending consonants

Medial sounds (long vowels)

Medial sounds (short vowels)

Media sounds (consonants)

**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**

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonological Awareness**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**TEACHER'S EDITION**

**Phonemic Awareness**

Oral Segmentation

Children segment spoken single-syllable words.

*For example:*

*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)*

- Unit 1, Lesson 3, TE pp. 41, 48
- Unit 2, Lesson 6, TE pp. 85, 92
- Unit 2, Lesson 9, TE pp. 127, 134

**TE DIGITAL RESOURCES\***

**Overview**

Phonological Awareness Scope and Sequence Rationale

Modeling the Tasks

**Oral Segmentation Routine (Sound by Sound)**

Lesson includes

- Step 1: Introduce*
- Step 2: Model (I Do)*
- Step 3: Guided Practice/Practice (We Do/You Do)*
- Corrective Feedback*
- Connect to Spelling*
- Multimodal and Multisensory Supports.*
- Pages 6–7

**Professional Development**

Instructional Guides

Instructional Routines Booklet

*Routine Steps and resources include*

- Step 1: Introduce*
- Step 2: Model (I Do)*
- Step 3: Guided Practice/Practice (We Do/You Do)*
- Sample Teacher Talk*
- Corrective Feedback*
- Connect to Spelling*
- Multimodal and Multisensory Supports.*
- Pages 19–20

**Assessment**

Benchmark (PDF)

**Phonemic Awareness Assessment**

Part 6: Segmentation

**Phonemic Awareness Assessment: Individual Scoring Sheet**

**Phonemic Awareness Assessment: Class Record Sheet**

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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.

**STUDENT EDITION/TEACHER'S EDITION**

**Introduction**

Learn and Blend/Blend 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

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)

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

**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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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- 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.

*continued*

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**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

**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

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- 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.

*continued*

*continued*

**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. Then 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

**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

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

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.

*continued*

*continued*

**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 9: Digraphs sh, th**

**“Beth’s Wish”**

- Lesson 9, pp. 35–36

**Lesson 10: Digraphs ch, tch, wh**

**“What Is for Lunch?”**

- Lesson 10, pp. 39–40

**Lesson 11: Digraphs ng, nk**

**“Things with Wings”**

- Lesson 11, pp. 43–44

**INTERACTIVE PRACTICE BUNDLE\***

**Decodable Library**

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

**CONSONANT DIGRAPHS**

- Level A (ng, nk)

**“The King’s Song”**

Take-Home Book and Lesson Plan

**CONSONANT DIGRAPHS**

- Level A (sh, th)

**“Beth’s Wish”**

Take-Home Book and Lesson Plan

**CONSONANT DIGRAPHS**

- Level A (sh, th)

**“The Big Wish”**

Take-Home Book and Lesson Plan

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

<i>continued</i>	<i>continued</i>
<p>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.</p>	<p><b>Sound Wall</b></p> <p>Consonant Wall Articulation Videos &amp; Consonant Sound Cards</p> <p>Consonant Wall</p> <ul style="list-style-type: none"> <li>Nasals (/ng)</li> <li>Fricatives (/th/, sh/)</li> <li>Affricatives (/ch/)</li> </ul> <p>Phoneme/Grapheme Cards</p> <p>Grapheme Wall</p> <p>Grapheme Wall</p> <ul style="list-style-type: none"> <li>Digraphs</li> </ul> <p>Phoneme/Grapheme Cards</p> <p><i>See also</i></p> <p><b>Lesson Plans</b></p> <p>The online Lesson Plan that accompanies each of the 60 Level A Take-Home Books identifies the <b>Decodable Words with Phonics Skill</b> for each selection. It also suggests <b>Decodable Words</b> to preteach.</p> <p><b>Lesson Plans for Student Edition Take-Home Books</b></p> <ul style="list-style-type: none"> <li>TE DIGITAL RESOURCES*— Level A/Unit 1-6/Lesson 1-30/ Instructional Resources/Lesson Plan</li> </ul> <p><b>Lesson Plans for Fluency Booster Practice Book Take-Home Books</b></p> <ul style="list-style-type: none"> <li>FLUENCY BOOSTER TEACHER'S COMPONENT*—Lessons/Lessons 1-30/ Decodable Text Lesson Plan/Lesson Plan</li> </ul> <p><b>Lesson Plans for Interactive Practice Bundle Take-Home Books</b></p> <ul style="list-style-type: none"> <li>DECODABLE LIBRARY*—SE Decodable Passages and Fluency Booster Practice Book Decodable Texts and Lesson Plans organized by skill.</li> </ul> <p><b>Level A: Decodable Texts Word Analysis</b></p> <p>Organized by lesson, this guide lists the lesson Target Skill, Word Count, and Target Skill Words (decodable words) for each of the 90 Level A decodable titles—Student Edition: Connected Text (30 titles), Take-Home Books (30 titles); and Fluency Booster Practice Book: Take-Home Books (30 titles).</p> <ul style="list-style-type: none"> <li>TE DIGITAL RESOURCES*— Level A/Overview/Decodable Text Word Analysis/Level A Decodable Text Word Analysis</li> </ul>
<p>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><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p><b>Introduction</b></p> <p>Learn and Blend/Blend It</p> <p>In each lesson, children learn and apply a phonics skill to decode several regularly spelled one-syllable words in isolation.</p> <p><b>I-Blends</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE p. 81</li> </ul> <p><b>r-Controlled er, ir, ur</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, SE/TE p. 297</li> </ul> <p><b>Long e (y, ey, ie)</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 30, SE/TE p. 425</li> </ul> <p style="text-align: center;"><i>continued</i></p>

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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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

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

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

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TE DIGITAL RESOURCES\*

**Professional Development**

High-Impact Routines by Wiley Blevins  
High-Impact Routine: Decodable Texts (video)

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 6: I-Blends

**“Things on My Block”**

- Lesson 6, pp. 23–24

Lesson 21: r-Controlled er, ir, ur

**“The Birds”**

- Lesson 21, pp. 83–84

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

**“The Little Red Hen”**

- Lesson 30, pp. 119–120

INTERACTIVE PRACTICE BUNDLE\*

**Decodable Library**

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

BLENDS/L-BLENDS

- Level A

**“What Are These Things?”**

Take-Home Book and Lesson Plan

R-CONTROLLED VOWELS/R-CONTROLLED Ū

- Level A

**“Pam Gets Hurt”**

Take-Home Book and Lesson Plan

LONG VOWELS/LONG E

- Level A (y, ey, ie)

**“The Little Red Hen”**

Take-Home Book and Lesson Plan

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

<p><i>continued</i></p> <p>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>See also</p> <p><b>Lesson Plans</b></p> <p>The online Lesson Plan that accompanies each of the 60 Level A Take-Home Books identifies the <b>Decodable Words with Phonics Skill</b> for each selection. It also suggests <b>Decodable Words</b> to preteach.</p> <p><b>Lesson Plans for Student Edition Take-Home Books</b></p> <ul style="list-style-type: none"> <li>TE DIGITAL RESOURCES*— Level A/Unit 1-6/Lesson 1-30/ Instructional Resources/Lesson Plan</li> </ul> <p><b>Lesson Plans for Fluency Booster Practice Book Take-Home Books</b></p> <ul style="list-style-type: none"> <li>FLUENCY BOOSTER TEACHER'S COMPONENT*—Lessons/Lessons 1-30/ Decodable Text Lesson Plan/Lesson Plan</li> </ul> <p><b>Lesson Plans for Interactive Practice Bundle Take-Home Books</b></p> <ul style="list-style-type: none"> <li>DECODABLE LIBRARY*—SE Decodable Passages and Fluency Booster Practice Book Decodable Texts and Lesson Plans organized by skill.</li> </ul> <p><b>Level A: Decodable Texts Word Analysis</b></p> <p>Organized by lesson, this guide lists the lesson Target Skill, Word Count, and Target Skill Words (decodable words) for each of the 90 Level A decodable titles—Student Edition: Connected Text (30 titles), Take-Home Books (30 titles); and Fluency Booster Practice Book: Take-Home Books (30 titles).</p> <ul style="list-style-type: none"> <li>TE DIGITAL RESOURCES*— Level A/Overview/Decodable Text Word Analysis/Level A Decodable Text Word Analysis</li> </ul>
<p>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><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <p>Learn and Blend/Blend It</p> <p><b>Lesson 12: Final e (a_e, i_e)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 167</li> </ul> <p><b>Lesson 13: Final e (o_e, u_e, e_e)</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 181</li> </ul> <p><b>Read Connected Text</b></p> <p>Connected Text/Interact with the Text</p> <p>Lesson 12: Final e (a_e, i_e)</p> <p><b>"The Plane Ride"</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 169</li> </ul> <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <p><b>"My Garden"</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 183</li> </ul> <p><b>Word Sort</b></p> <p>Sort It Out</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 170</li> <li>Unit 3, Lesson 13, SE/TE p. 184</li> </ul> <p><b>Dictation</b></p> <p>Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE p. 171/TE pp. 171-172</li> <li>Unit 3, Lesson 13, SE p. 185/TE pp. 185-186</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

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*

~~~~~ **Final e (cont.)** ~~~~~

**Word Building**

Make New Words

- Unit 3, Lesson 12, SE/TE p. 172
- Unit 3, Lesson 13, SE/TE p. 186

**Read Connected Text**

Take-Home Book

Lesson 12: Final e (a\_e, i\_e)

**“The Big Race”**

- Unit 3, Lesson 12, SE/TE pp. 173-174

Lesson 13: Final e (o\_e, u\_e, e\_e)

**“Let’s Bake a Cake!”**

- Unit 3, Lesson 13, SE/TE pp. 187-188

**Independent Practice**

Read and Write

- Unit 3, Lesson 12, SE/TE p. 176
- Unit 3, Lesson 13, SE/TE p. 190
- Unit 4, Lesson 15, SE/TE p. 220

**Cumulative Review**

Build Fluency

- Unit 3, Lesson 12, SE/TE p. 177
- Unit 3, Lesson 13, SE/TE p. 191
- Unit 4, Lesson 15, SE/TE p. 221

**Word Building**

Word Ladder

- Unit 3, Lesson 12, SE/TE p. 178
- Unit 3, Lesson 13, SE/TE p. 192
- Unit 4, Lesson 15, SE/TE p. 222

**TEACHER’S EDITION**

**Introduce Sound-Spelling**

Learn and Blend/Blend It

**Lesson 12: Final e (a\_e, i\_e)**

- Unit 3, Lesson 12, TE p. 167

**Lesson 13: Final e (o\_e, u\_e, e\_e)**

- Unit 3, Lesson 13, TE p. 181

**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 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)

- Unit 3, Lesson 12, TE p. 170
- Unit 3, Lesson 13, TE p. 184

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- 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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*continued*

~~~~~ **Final e (cont.)** ~~~~~

**Sound-Spelling/Blending**

Cumulative Quick Check

- Unit 3, Lesson 12, TE pp. 171, 173, 176, 178
- Unit 3, Lesson 13, TE pp. 185, 187, 190, 192

**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 12: Final e (a\_e, i\_e)

**“Ice Is Nice!”**

- Lesson 12, pp. 47–48

Lesson 13: Final e (o\_e, u\_e, e\_e)

**“Pete’s Note”**

- Lesson 13, pp. 51–52

**INTERACTIVE PRACTICE BUNDLE\***

**Decodable Library**

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

LONG VOWELS/FINAL E

- Level A (a\_e, i\_e)

**“Ice Is Nice”**

Take-Home Book and Lesson Plan

LONG VOWELS/LONG E

- Level A (ee, ea)

**“The Seaside”**

Take-Home Book and Lesson Plan

**Sound Wall**

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.

Vowel Valley

Grapheme Wall

Long Vowels

*continued*



**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- 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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*continued*

~~~~~ **Final e (cont.)** ~~~~~

*See also*

**Lesson Plans**

The online Lesson Plan that accompanies each of the 60 Level A Take-Home Books identifies the **Decodable Words with Phonics Skill** for each selection. It also suggests **Decodable Words** to preteach.

**Lesson Plans for Student Edition Take-Home Books**

- TE DIGITAL RESOURCES\*— Level A/Unit 1-6/Lesson 1-30/ Instructional Resources/Lesson Plan

**Lesson Plans for Fluency Booster Practice Book Take-Home Books**

- FLUENCY BOOSTER TEACHER'S COMPONENT\*—Lessons/Lessons 1-30/ Decodable Text Lesson Plan/Lesson Plan

**Lesson Plans for Interactive Practice Bundle Take-Home Books**

- DECODABLE LIBRARY\*—SE Decodable Passages and Fluency Booster Practice Book Decodable Texts and Lesson Plans organized by skill.

**Level A: Decodable Texts Word Analysis**

Organized by lesson, this guide lists the lesson Target Skill, Word Count, and **Target Skill Words (decodable words)** for each of the 90 Level A decodable titles—Student Edition: Connected Text (30 titles), Take-Home Books (30 titles); and Fluency Booster Practice Book: Take-Home Books (30 titles).

- TE DIGITAL RESOURCES\*— Level A/Overview/Decodable Text Word Analysis/Level A Decodable Text Word Analysis

~~~~~ **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

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- 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 (cont.) ~~~~~

**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

**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

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- 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 (cont.) ~~~~~

**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

**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

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- 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 (cont.)** ~~~~~

**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

**INTERACTIVE PRACTICE BUNDLE\***

**Decodable Library**

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

LONG VOWELS/LONG A

- Level A (ai, ay)

**“My Big Trip”**

Take-Home Book and Lesson Plan

LONG VOWELS/LONG E

- Level A (ee, ea)

**“The Seaside”**

Take-Home Book and Lesson Plan

LONG VOWELS/LONG I

- Level A (y, igh)

**“The Night Sky”**

Take-Home Book and Lesson Plan

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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| <i>continued</i>                                                                                                                                                                                                         | <i>continued</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>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>~~~~~ <b>Common Vowel Teams (cont.)</b> ~~~~~</p> <p><b>Sound Wall</b><br/>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>Grapheme Wall<br/>Long Vowels</p> <p>See also</p> <p><b>Lesson Plans</b><br/>The online Lesson Plan that accompanies each of the 60 Level A Take-Home Books identifies the <b>Decodable Words with Phonics Skill</b> for each selection. It also suggests <b>Decodable Words</b> to preteach.</p> <p><b>Lesson Plans for Student Edition Take-Home Books</b></p> <ul style="list-style-type: none"> <li>TE DIGITAL RESOURCES*— Level A/Unit 1-6/Lesson 1-30/ Instructional Resources/Lesson Plan</li> </ul> <p><b>Lesson Plans for Fluency Booster Practice Book Take-Home Books</b></p> <ul style="list-style-type: none"> <li>FLUENCY BOOSTER TEACHER'S COMPONENT*—Lessons/Lessons 1-30/ Decodable Text Lesson Plan/Lesson Plan</li> </ul> <p><b>Lesson Plans for Interactive Practice Bundle Take-Home Books</b></p> <ul style="list-style-type: none"> <li>DECODABLE LIBRARY*—SE Decodable Passages and Fluency Booster Practice Book Decodable Texts and Lesson Plans organized by skill.</li> </ul> <p><b>Level A: Decodable Texts Word Analysis</b><br/>Organized by lesson, this guide lists the lesson Target Skill, Word Count, and <b>Target Skill Words (decodable words)</b> for each of the 90 Level A decodable titles—Student Edition: Connected Text (30 titles), Take-Home Books (30 titles); and Fluency Booster Practice Book: Take-Home Books (30 titles).</p> <ul style="list-style-type: none"> <li>TE DIGITAL RESOURCES*— Level A/Overview/Decodable Text Word Analysis/Level A Decodable Text Word Analysis</li> </ul> |
| <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p><b>TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b><br/>Categorize Sounds</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 87</li> <li>Unit 2, Lesson 8, TE p. 115</li> <li>Unit 5, Lesson 20, TE p. 289</li> </ul> <p><b>High-Frequency Words</b><br/>Read-Spell-Write</p> <p><i>For example:</i><br/><i>Say:</i> The word <i>number</i> is spelled <i>n-u-m-b-e-r</i>. Spell it with me: <i>n-u-m-b-e-r</i>. What is the vowel sound in the first syllable of <i>number</i>? What letter do we write for this sound? (TE p. 412)</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, TE p. 268</li> <li>Unit 6, Lesson 29, TE p. 412</li> <li>Unit 6, Lesson 30, TE p. 426</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>continued</i>                                                                                                                                                                                                         | <i>continued</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

*continued*

*continued*

**Word Study/Morphology**

**Transition to Longer Words**

Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.

*For example:*

*Write the word bunny. Guide children to identify bun as the first syllable and ny, as the second syllable: bun/ny. Point out the long e sound in the syllable ny. Have children blend the syllables to read the word. Next write the word turkey. Divide the word into syllables: tur/key. Point out the r-controlled vowel sound in the first syllable and the long e sound in key, the second syllable. (TE p. 433)*

- Unit 5, Lesson 25, TE p. 361
- Unit 5, Lesson 27, TE p. 389
- Unit 6, Lesson 30, TE p. 433

**TE DIGITAL RESOURCES\***

**Professional Development**

Instructional Support by Wiley Blevins

Multisyllabic Words (video)

**Differentiation Supports**

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

**Assessment**

Benchmark PDF

Benchmark Assessments

Comprehensive Phonics Survey: Nonsense Word Reading  
E. Word Study (Multisyllabic Words)

*Related content (syllables in a spoken word)*

**Phonemic Awareness**

Phonemic Manipulation: Delete Syllables

Children clap the number syllables in a spoken word.

- Unit 5, Lesson 25, TE p. 359
- Unit 5, Lesson 26, TE p. 373
- Unit 5, Lesson 27, TE p. 387

Phonemic Manipulation: Delete and Add Syllables

Children clap the number syllables in a spoken word.

- Unit 6, Lesson 28, TE p. 403
- Unit 6, Lesson 29, TE p. 417
- Unit 6, Lesson 30, TE p. 431

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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| <p><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u></p> <p><b>Overview</b><br/>Phonological Awareness Scope and Sequence Rationale<br/>Five Basic Types of Activities<br/><b>Activity Type 4: Oral Segmentation (including counting sounds)</b></p> <p><b>Professional Development</b><br/>Instructional Guides<br/>Instructional Routines Booklet<br/><b>Routine 9: Phonemic Awareness: Oral Segmentation</b><br/>Connect to Spelling/Multimodal and Multisensory Supports<br/><i>For example:</i><br/><i>When segmenting by syllables, teach students the “chin drop” technique. Have them place their hand underneath their chin and count the number of chin drops (vowel sounds) as they say the word. Remind students that each syllable has one vowel sound. (p. 20)</i></p> <ul style="list-style-type: none"> <li>• Pages 19–20</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>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.</p> <p><i>continued</i></p>                          | <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Introduction</b><br/>Learn and Blend/Blend It<br/><i>Challenge</i><br/>Children decode two-syllable words by breaking the words into syllables following basic patterns.</p> <p><b>Lesson 16: Long e (ee, ea)</b></p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 16, SE/TE p. 225</li> </ul> <p><b>Lesson 20: r-Controlled /är/</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 20, SE/TE p. 283</li> </ul> <p><b>Diphthong /oi/</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 25, SE/TE p. 353</li> </ul> <p><u>TEACHER’S EDITION</u></p> <p><b>Word Study/Morphology</b><br/>Children decode two-syllable words by breaking the words into syllables.<br/><i>For example:</i><br/><i>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)</i></p> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 20, TE p. 291</li> </ul> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 21, TE p. 305</li> </ul> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 28, TE p. 405</li> </ul> <p><i>continued</i></p> |

**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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| <p><i>continued</i></p> <p>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.</p> | <p><i>continued</i></p> <p><b>Sound-Spelling/Blending</b><br/><i>For example:</i><br/>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)</p> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 20, TE p. 292</li> </ul> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, TE p. 306</li> </ul> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, TE p. 406</li> </ul> <p><b>Teacher Table: Intervention</b><br/><i>For example:</i><br/>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)</p> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 20, TE p. 292</li> </ul> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, TE p. 306</li> </ul> <p><b>Word Study/Morphology: Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Unit 6, Lesson 28, TE p. 406</li> </ul>         |
| <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Read words with inflectional endings.</p> <p style="text-align: right;"><i>continued</i></p>                         | <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><b>Word Study/Morphology</b><br/><i>For example:</i><br/>Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)</p> <p><b>Inflectional Ending -s</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 31</li> </ul> <p><b>Inflectional Ending -ed</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 131</li> </ul> <p><b>Inflectional Endings -ing and -ed</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 189</li> </ul> <p><u>TEACHER’S EDITION</u></p> <p><b>Sound-Spelling/Blending</b><br/><i>For example:</i><br/>Write the word dips and have children read it. Ask: What word do you see in dips? If they need help, guide them in separating dip from the -s ending. Repeat with the words fits, rips, wags. (TE p. 32)</p> <p><b>Word Study/Morphology: Inflectional Ending -s</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 32</li> </ul> <p><b>Word Study/Morphology: Inflectional Ending -ed</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, TE p. 132</li> </ul> <p><b>Word Study/Morphology: Inflectional Endings -ing and -ed</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, TE p. 190</li> </ul> <p style="text-align: right;"><i>continued</i></p> |



**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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| <i>continued</i>                                                                                                                                                       | <i>continued</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Read words with inflectional endings.</p>                           | <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Blending</b></p> <p><i>For example:</i><br/>Write the word dips and have children read it. Ask: What word do you see in dips? If they need help, guide them in separating dip from the -s ending. Repeat with the words fits, rips, wags. (TE p. 32)</p> <p><b>Word Study/Morphology: Inflectional Ending -s</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 32</li> </ul> <p><b>Word Study/Morphology: Inflectional Ending -ed</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, TE p. 132</li> </ul> <p><b>Word Study/Morphology: Inflectional Endings -ing and -ed</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, TE p. 190</li> </ul> <p><b>Teacher Table: Intervention</b></p> <p><i>For example:</i><br/>Repeat the inflectional ending activity with children who struggled. Write each word on an index card and have children read the words. Have them identify the base word in each one. Then guide children to use each word with -ed in a sentence. (TE p. 132)</p> <p><b>Word Study/Morphology: Inflectional Ending -s</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, TE p. 32</li> </ul> <p><b>Word Study/Morphology: Inflectional Ending -ed</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, TE p. 132</li> </ul> <p><b>Word Study/Morphology: Inflectional Endings -ing and -ed</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, TE p. 190</li> </ul> |
| <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <p>Read-Spell-Write</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, SE/TE p. 82</li> <li>Unit 4, Lesson 15, SE/TE p. 212</li> <li>Unit 5, Lesson 24, SE/TE p. 340</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <p>Review/Extend</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 85</li> <li>Unit 4, Lesson 15, TE p. 215</li> <li>Unit 5, Lesson 24, TE p. 343</li> </ul> <p>Review/Use in Context</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 87</li> <li>Unit 4, Lesson 15, TE p. 217</li> <li>Unit 5, Lesson 24, TE p. 345</li> </ul> <p>Build Fluency/Review</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 92</li> <li>Unit 4, Lesson 15, TE p. 222</li> <li>Unit 5, Lesson 24, TE p. 350</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>continued</i>                                                                                                                                                       | <i>continued</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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**READING FOUNDATIONAL SKILLS STANDARDS**

**Phonics and Word Recognition**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
g. Recognize and read grade-appropriate irregularly spelled words.

*continued*

**TE DIGITAL RESOURCES\***

**Overview**

High-Frequency Words  
Irregular High-Frequency Words  
Decodable Text Word Analyses  
Level A Decodable Text Word Analyses  
Listed are high-frequency words and the cumulative high-frequency words for every Level A decodable text.

**Professional Development**

Instructional Guides  
Instructional Routines Booklet  
• Routine 2: High-Frequency Words, p. 4  
• Routine 2: Teacher Alerts and Principal Look-Fors, p. 5  
• Routine 2: High-Frequency Words Program Sample, p. 5

**Assessment**

Benchmark (Interactive)  
High-Frequency Words  
• Level A, Part 1  
• Level A, Part 2  
• Level A, Part 3  
Benchmark PDF  
Benchmark Assessments  
High-Frequency Word Assessments  
High-Frequency Word Administration & Analyses

**Differentiation Supports**

Additional Routines  
Teacher’s Guide to High-Frequency Words  
What Are High-Frequency Words?  
Supporting Instruction of High-Frequency Words  
Use the Read/Spell/Write/Extend Routine  
Use Flashcards  
Build a Log of Cumulative Sentences  
Play *What’s Missing?*  
Play *Mix and Fix It*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Fluency**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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

*For example:*

*Ask questions about the story to check comprehension. Allow children to discuss answers with a partner before you call on a volunteer to answer. Prompt children to answer in complete sentences and find details in the text to support their answers.*

*Say:*

What problem do Fran and Jan have? Point to the words in the text.

How are the sentences in the second section the same? What do they tell you?

Do Fran and Jan care about each other? Explain how you know. (TE p. 383)

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

*For example:*

**Check Comprehension** *Ask questions about the story. Allow children to discuss answers with a partner before you call on them to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers.*

- Why do Dad and Mitch sit on a bench? How do you think they feel as they sit and hear the clock tick?

- Why do you think the judge likes their sandwich the best? What do the pictures tell you about the sandwich? (TE p. 144)

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

*continued*

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Fluency**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

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

*continued*

*continued*

**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 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

**TE DIGITAL RESOURCES\***

**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.

**Unit 1, Lesson 1: Short a**

**“What Do We Like?” Lesson Plan**

**Unit 2, Lesson 10: Digraphs ch, tch, wh**

**“Will We Win?” Lesson Plan**

**Unit 5, Lesson 27: r-Controlled are, air, ear**

**“The Three Bears: A Retelling” Lesson Plan**

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Fluency**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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| <i>continued</i>                                                                                                                                                                                 | <i>continued</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>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><b>FLUENCY BOOSTER TEACHER'S COMPONENT*</b></p> <p><b>Lessons 1–30</b></p> <p>Decodable Text Lesson Plan<br/>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<br/>"I Like"</p> <p>Lesson 10: Digraphs ch, tch, wh<br/>"What Is for Lunch?"</p> <p>Lesson 27: r-Controlled are, air, ear<br/>"What a Pair!"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>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 on successive readings.</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <p>Daily Practice</p> <p>Build Fluency</p> <p>Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 37</li> <li>Unit 4, Lesson 15, SE/TE p. 211</li> <li>Unit 5, Lesson 24, SE/TE p. 339</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <p>Connected Text</p> <p>Have children point to each word as they chorally read the text aloud.</p> <p>Lesson 3: Short o<br/>"Bob's Job"</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, TE p. 39</li> </ul> <p>Lesson 15: Long a (ai, ay)<br/>"What Will I Paint?"</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 15, TE p. 213</li> </ul> <p>Lesson 24: Diphthong /ou/ (ou, ow)<br/>"Flowers All Around"</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 341</li> </ul> <p><b>Read Connected Text</b></p> <p>Take-Home Book</p> <p><i>First Read (Read Together)</i></p> <p>Have children point to each word as they chorally read the text aloud.</p> <p>Lesson 3: Short o<br/>"The Frog"</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, TE p. 44</li> </ul> <p>Lesson 15: Long a (ai, ay)<br/>"My Big Trip"</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 15, TE p. 218</li> </ul> <p>Lesson 24: Diphthong /ou/ (ou, ow)<br/>"The Parade Is in Town"</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, TE p. 346</li> </ul> |
| <i>continued</i>                                                                                                                                                                                 | <i>continued</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**READING FOUNDATIONAL SKILLS STANDARDS**

**Fluency**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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| <p><i>continued</i></p> <p>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 on successive readings.</p> <p style="text-align: right;"><i>continued</i></p> | <p><i>continued</i></p> <p><b>Read Connected Text</b><br/>Take-Home Book<br/><i>Second Read (Develop Fluency)</i><br/>Have children whisper-read the book or read it to a partner.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 47</li> <li>• Unit 4, Lesson 15, TE p. 221</li> <li>• Unit 5, Lesson 24, TE p. 349</li> </ul> <p><b>Independent/Partner Work</b><br/>Build Fluency<br/>Have children reread Take-Home Books from previous weeks.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 40</li> <li>• Unit 4, Lesson 15, TE p. 214</li> <li>• Unit 5, Lesson 24, TE p. 342</li> </ul> <p>Reread Connected Text<br/>Have children reread the lesson Connected Text.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 41</li> <li>• Unit 4, Lesson 15, TE p. 215</li> <li>• Unit 5, Lesson 24, TE p. 343</li> </ul> <p>Take-Home Book<br/><i>Build Fluency</i><br/>Have children reread stories in their Take-Home Book folders.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 49</li> <li>• Unit 4, Lesson 15, TE p. 223</li> <li>• Unit 5, Lesson 24, TE p. 351</li> </ul> <p><b>Home-School Connection</b><br/>Build Fluency<br/>Have children read their Take-Home Book with their families.</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, TE p. 43</li> <li>• Unit 4, Lesson 15, TE p. 217</li> <li>• Unit 5, Lesson 24, TE p. 345</li> </ul> <p><b>TE DIGITAL RESOURCES*</b></p> <p><b>Assessment</b><br/>Assessment Overview<br/>Formative Assessments</p> <ul style="list-style-type: none"> <li>• Fluency Assessment Guidance, p. 3</li> </ul> <p>Formative<br/>Formative Assessments</p> <ul style="list-style-type: none"> <li>• Fluency Assessment Guidance</li> </ul> <p style="text-align: right;"><i>continued</i></p> |
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**READING FOUNDATIONAL SKILLS STANDARDS**

**Fluency**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

*continued*

*continued*

**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

**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

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**

*continued*

**READING FOUNDATIONAL SKILLS STANDARDS**

**Fluency**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

*continued*

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?

FLUENCY BOOSTER TEACHER’S COMPONENT\*

**Each Lesson**

Decodable Text Lesson Plan

Before Reading

*English-Learner Supports*

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

During Reading

*Technique*

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

After Reading

*Fluency Plan*

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

Lesson 3: Short o

**“Jump” Lesson Plan**

Lesson 15: Long a (ai, ay)

**“Snail Mail” Lesson Plan**

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

**“Up and Down” Lesson Plan**



**READING FOUNDATIONAL SKILLS STANDARDS**

**Fluency**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

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

**TEACHER'S EDITION**

***Read Connected Text***

Connected Text

Children use context to confirm or self-correct word recognition, rereading as necessary.

*For example:*

*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)*

**“The Big Bag”**

- Unit 1, Lesson 2, TE p. 25

**“The Plane Ride”**

- Unit 3, Lesson 13, TE p. 169

**“Let’s Go Camping”**

- Unit 4, Lesson 17, TE p. 241

***Read Connected Text***

Take-Home Book

*First Read (Read Together)*

*For example:*

*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 STANDARDS**

**Vocabulary Acquisition and Use**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.  
a. Use sentence-level context as a clue to the meaning of a word or phrase.

**TEACHER'S EDITION**

***Read Connected Text***

Connected Text

Children use context to confirm or self-correct word recognition, rereading as necessary.

*For example:*

*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)*

**“The Big Bag”**

- Unit 1, Lesson 2, TE p. 25

**“The Plane Ride”**

- Unit 3, Lesson 13, TE p. 169

**“Let’s Go Camping”**

- Unit 4, Lesson 17, TE p. 241

***Read Connected Text***

Take-Home Book

*First Read (Read Together)*

*For example:*

*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

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.  
b. Use frequently occurring affixes as a clue to the meaning of a word.

**STUDENT EDITION/TEACHER'S EDITION**

***Word Study/Morphology***

*For example:*

*Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)*

**Inflectional Ending -s**

- Unit 1, Lesson 2, SE/TE p. 31

**Inflectional Ending -ed**

- Unit 2, Lesson 9, SE/TE p. 131

**Inflectional Endings -ing and -ed**

- Unit 3, Lesson 13, SE/TE p. 189

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b><br/><b>Word Study/Morphology</b><br/><i>For example:</i><br/><i>Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)</i></p> <p><b>Inflectional Ending -s</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 2, SE/TE p. 31</li> </ul> <p><b>Inflectional Ending -ed</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 131</li> </ul> <p><b>Inflectional Endings -ing and -ed</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 13, SE/TE p. 189</li> </ul> |
| <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>                                                               | <p><b>TEACHER'S EDITION</b><br/><b>Word Sort</b><br/>Open Sort<br/><i>For example:</i><br/><b>Open Sort</b> <i>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"> <li>Unit 1, Lesson 3, TE p. 40</li> <li>Unit 4, Lesson 17, TE p. 242</li> <li>Unit 6, Lesson 29, TE p. 414</li> </ul>                                                                                                                                                                                                                                                                                                  |
| <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>                          | <p><i>This criterion is beyond the scope of this supplemental foundational skills program.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. 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><b>TEACHER'S EDITION</b><br/><b>Home-School Connection</b><br/>Build Fluency<br/>Children write alternative sentences reflecting home and school experiences with words containing target skills.</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 87</li> <li>Unit 4, Lesson 15, TE p. 217</li> <li>Unit 5, Lesson 24, TE p. 345</li> </ul>                                                                                                                                                                                                                                                          |

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
d. 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.

*These criteria are beyond the scope of this supplemental foundational skills program. Citations of related content are provided.*

**TEACHER'S EDITION**

**Teacher Table: English Learners**

**Vocabulary**

Act out the meanings of lesson words.

*For example:*

*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)*

**Long e**

- Unit 4, Lesson 16, TE p. 225

**r-Controlled Vowel /är/**

- Unit 5, Lesson 20, TE p. 283

**Diphthong /oi/**

- Unit 5, Lesson 25, TE p. 353

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

**STUDENT EDITION/TEACHER'S EDITION**

**Introduction**

**Daily Practice**

**Write About It**

Use the lesson words to create a story. Draw a box around the words from the list that you used.

- Unit 1, Lesson 2, SE/TE p. 23
- Unit 4, Lesson 17, SE/TE p. 239
- Unit 6, Lesson 29, SE/TE p. 411

**Read Connected Text**

**Interact with the Text**

Children discuss answers to the question then write about it using study words.

- Unit 1, Lesson 2, SE/TE p. 25
- Unit 4, Lesson 17, SE/TE p. 241
- Unit 6, Lesson 29, SE/TE p. 413

**Dictation**

**Listen and Spell**

Children write teacher-dictated words and phrases.

- Unit 1, Lesson 2, SE p. 27/TE pp. 27–28
- Unit 4, Lesson 17, SE p. 243/TE pp. 243–244
- Unit 6, Lesson 29, SE p. 415/TE pp. 415–416

**TEACHER'S EDITION**

**High-Frequency Words**

**Use in Context**

Children complete each sentence using one of the high-frequency words listed on the page.

- Unit 1, Lesson 4, TE p. 57
- Unit 4, Lesson 14, TE p. 203
- Unit 5, Lesson 22, TE p. 317

*continued*

*continued*

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

MARYLAND COLLEGE AND CAREER READY STANDARDS FOR ELA, GRADE 1

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

*continued*

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

*continued*

**High-Frequency Words**

Extend

Prompt children to expand on one sentence by combining two ideas using the conjunction *and*.

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

**Writing Extension**

Write About It

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

- Unit 2, Lesson 7, TE p. 107
- Unit 4, Lesson 16, TE p. 237
- Unit 6, Lesson 30, TE p. 437

**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 1: Short a

**“I Like”**

- Comprehension and Vocabulary, p. 5
- Writing, p. 6

Lesson 10: Digraphs ch, tch, wh

**“What Is for Lunch?”**

- Comprehension and Vocabulary, p. 41
- Writing, p. 42

Lesson 27: r-Controlled are, air, ear

**“What a Pair!”**

- Comprehension and Vocabulary, p. 109
- Writing, p. 110