

From Phonics to Reading

Correlation to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, Adopted 2017

Grade 1



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(b) Knowledge and skills.

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>(A) demonstrate phonological awareness by</p> <p>(i) producing a series of rhyming words;:</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Recognize and Produce Rhyme</p> <p><i>For example:</i></p> <p>Say three words: dot, pot, pan. Ask: Which two words rhyme? Point out that dot and pot rhyme because they both end in /ot/. Say: Listen. /d/ /ot/, dot; /p/ /ot/, pot. The word pan ends in /an/, so it does not rhyme. Then ask children to name other words that rhyme with dot and pot. Continue with these word sets.</p> <p>box, bet, fox top, pop, tip nip, not, got jog, leg, log rock, sock, rat job, jot, blob</p> <p>(TE p. 43)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 15 • Unit 1, Lesson 3, TE p. 43 • Unit 5, Lesson 5, TE p. 71 <p>TE DIGITAL RESOURCES*</p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p>Routine 7: Phonemic Awareness: Rhyme</p> <p><i>For example:</i></p> <p>Once students are skilled at identifying rhyming words, progress to having them generate words that rhyme with a word or series of words you provide (i.e., What words rhyme with big and dig?).</p> <p>Routine Steps and resources include</p> <p>Step 1: Introduce Step 2: Model (I Do) Step 3: Guided Practice/Practice (We Do/You Do) Sample Teacher Talk Corrective Feedback Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Page 17 <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Read Connected Text</p> <p>Interact with the Text</p> <p>Identify rhyming words.</p> <p><i>For example:</i></p> <p>Draw a box around the words that rhyme with toes. (SE/TE p. 413)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, SE/TE p. 241 • Unit 5, Lesson 23, SE/TE p. 327 • Unit 6, Lesson 29, SE/TE p. 413

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<p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Alliteration</p> <p><i>For example:</i> Say three words: mix, men, mud. Ask children what all these words have in common. Point out that they all begin with the /m/ sound. List them and circle the initial letter m. Challenge children to use a few words to make up silly alliterative sentences or phrases, such as Many men mix mud and make a mess. (TE p. 29)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 29 • Unit 1, Lesson 4, TE p. 57 <p>Phonemic Awareness</p> <p>Categorize Sounds</p> <p><i>For example:</i> Say three words: flag, flip, plug. Ask children which word does not belong; that is, which word does not begin with the same sounds. Point out that flag and flip begin with the /fl/ sound. The word plug begins with the /pl/ sound, so it does not belong. (TE p. 87)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 87 • Unit 2, Lesson 8, TE p. 115 <p>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p>Five Basic Types of Activities</p> <p>Activity Type 1: Rhyme and Alliteration</p> <p><i>Say aloud a sentence containing words that mostly begin with the same sound, as in "Six seals sell sandwiches at the seashore," and have students identify the repeated sound.</i></p> <ul style="list-style-type: none"> • 2. Alliteration, p. 2
<p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(iii) distinguishing between long and short vowel sounds in one-syllable words;</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Distinguish Long and Short Vowel Sounds</p> <p><i>For example:</i> 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)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE p. 173 • Unit 3, Lesson 13, TE p. 187 • Unit 4, Lesson 15, TE p. 217 <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p>(iii) distinguishing between long and short vowel sounds in one-syllable words;</p> <p style="text-align: center;"><i>continued</i></p>	<p><i>continued</i></p> <p><i>See also</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 211 <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 325 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It</p> <p><i>For example:</i> <i>Review long a spelled a_e. Point out that the long a sound /ā/ can also be spelled ai and ay. Write train and late, underline the long a spelling in each word, and model blending. Then read aloud the rhyme several times. Prompt children to join in, emphasizing that the letter a has two sounds—the long a sound /ā/ and the short a sound /ă/. (TE p. 211)</i></p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 9 <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 211 <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, TE p. 325 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities Activity Type 2: Oddity Tasks (phoneme categorization)</p> <ul style="list-style-type: none"> 4. Medial sounds (long vowels), p. 3 5. Medial sounds (short vowels), p. 3 <p>Professional Development Instructional Support by Wiley Blevins Phonological Awareness (video) Task Type 2: Oddity Tasks (categorization)</p> <ul style="list-style-type: none"> Medial sounds (long vowels) Medial sounds (short vowels) <p>Units 1–6 Lessons 1–30 Interactive Instructional Resources Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 2 Unit 3, Lesson 13 Unit 4, Lesson 17 <p style="text-align: center;"><i>continued</i></p>
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by (iii) distinguishing between long and short vowel sounds in one-syllable words;</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE* Sound Wall Vowel Valley Articulation Videos & Consonant Sound Cards</p> <ul style="list-style-type: none"> • Vowel Valley Wall • Vowel Sound Cards
<p>(A) demonstrate phonological awareness by (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S EDITION Phonemic Awareness Phonemic Manipulation: Add Sounds <i>For example:</i> Say the /b/ sound. Tell children that you want them to add the /i/ sound to the end to make a new word. Model: /b/ /i/. The word is by. Continue by having children add the target sound to the end of these sounds.</p> <p>/s/, /i/ /h/, /i/ /m/, /i/ /k/, /r/, /i/ /f/, /l/, /i/ /s/, /p/, /i/</p> <p>(TE p. 259)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, SE/TE p. 129 • Unit 4, Lesson 18, TE p. 259 • Unit 5, Lesson 22, TE p. 322 <p>Phonemic Awareness Phonemic Manipulation: Substitute Sounds <i>For example:</i> Say the word <i>corn</i>. Tell children you want them to replace the /k/ sound with /b/. Say: /bbbōōōrrrrnnn/. The word is <i>born</i>. Continue by having children replace the initial consonant sound in each of these words: <i>soar</i>, /r/ <i>core</i>, /ch/ <i>port</i>, /sh/ <i>cork</i>, /f/ (TE p. 320)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 245 • Unit 5, Lesson 20, TE p. 292 • Unit 5, Lesson 22, TE p. 320 <p>Phonemic Awareness Phonemic Manipulation: Delete Sounds <i>For example:</i> Say the word <i>howl</i>. Tell children that you want them to delete the first sound to make a new word. Ask: <i>What's the new word?</i> Model: The word <i>howl</i> has three sounds: /h/ /ou/ /l/. When I take away the first sound, /h/, what is left is <i>owl</i>. Continue by having children delete the initial sound or sounds in these words. Point out that some of these will not result in real words.</p> <p><i>shout</i> (out) <i>crowd</i> (owd) <i>how</i> (ow) <i>count</i> (ount) <i>pouch</i> (ouch) <i>bounce</i> (ounce)</p> <p>(TE p. 345)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 16, TE p. 231 • Unit 4, Lesson 19, TE p. 273 • Unit 5, Lesson 24, TE p. 345 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p>	<p style="text-align: center;"><i>continued</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p><i>Routine Steps and resources include</i></p> <p style="padding-left: 20px;"><i>Step 1: Introduce</i></p> <p style="padding-left: 20px;"><i>Step 2: Model (I Do)</i></p> <p style="padding-left: 20px;"><i>Step 3: Guided Practice/Practice (We Do/You Do)</i></p> <p style="padding-left: 20px;"><i>Sample Teacher Talk</i></p> <p style="padding-left: 20px;"><i>Corrective Feedback</i></p> <p style="padding-left: 20px;"><i>Multimodal and Multisensory Supports.</i></p> <p>Routine 10: Phonemic Awareness: Phoneme Manipulation (Substitution)</p> <ul style="list-style-type: none"> • Page 21 <p>Routine 11: Phonemic Awareness: Phoneme Manipulation (Addition)</p> <ul style="list-style-type: none"> • Page 22 <p>Routine 12: Phonemic Awareness: Phoneme Manipulation (Deletion)</p> <ul style="list-style-type: none"> • Page 23
<p>(A) demonstrate phonological awareness by</p> <p style="padding-left: 20px;">(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Blending Spoken Phonemes ~~~~~</p> <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Oral Blending</p> <p><i>For example:</i></p> <p><i>Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:</i></p> <p style="padding-left: 20px;">/ā/ /t/ /g/ /ā/ /t/ /t/ /ā/ /n/ /p/ /ā/ /n/ /m/ /ā/</p> <p style="padding-left: 20px;">/m/ /ā/ /n/ /b/ /ā/ /k/ /p/ /ā/ /n/ /t/</p> <p><i>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 long a using the sound-spellings in <i>Learn and Blend</i>. (TE p. 211)</i></p> <p>Lesson 5: Short e</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. 65 <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 15, SE/TE p. 211 <p>Lesson 20: r-Controlled /är/ (ar)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 20, TE p. 283 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Blending with Initial/Final Consonant Blends ~~~~~</p> <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <p>Routine 8: Phonemic Awareness: Oral Blending</p> <p><i>Routine Steps and resources include</i></p> <p>Step 1: Introduce</p> <p>Step 2: Model (I Do)</p> <p>Step 3: Guided Practice/Practice (We Do/You Do)</p> <p>Corrective Feedback</p> <p>Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Page 18 <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <p>Oral Blending</p> <p><i>For example:</i></p> <p><i>Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:</i></p> <p>/b/ /r/ /e/ /d/ /d/ /t/ /i/ /l/ /g/ /r/ /i/ /n/</p> <p>/p/ /r/ /e/ /s/ /k/ /r/ /a/ /f/ /t/ /f/ /r/ /e/ /sh/</p> <p><i>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-spellings for r-blends in Learn and Blend. (TE p. 109)</i></p> <p>Lesson 6: l-Blends</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 81 <p>Lesson 8: r-Blends</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8, TE p. 109 <p>Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]</p> <ul style="list-style-type: none"> • Unit 6, Lesson 28, TE p. 397
<p>(A) demonstrate phonological awareness by</p> <p>(vi) manipulating phonemes within base words; and</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <p>Phonemic Manipulation: Substitute Sounds</p> <p>Children manipulate phonemes within base words to make new words.</p> <p><i>For example:</i></p> <p><i>Say the word bat. Tell children that you want them to replace the /a/ sound with /ō/. Ask: What's the new word? Model: /bbbōōöt/. The word is boat. Continue by having children replace the middle or end sounds in these words.</i></p> <p><i>got, /ō/ cat, /ō/ lie, /ō/ fly, /ō/ crew, /ō/</i></p> <p><i>For children who struggle, use letter cards to help them visualize the task. (TE p. 245)</i></p> <p><i>got/goat, cat/coat, crew/crow</i></p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 245 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by (vi) manipulating phonemes within base words; and</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Related content</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Building Make New Words Following the teacher's spoken prompt, children change letters in the base word to make new words using letter cards found at the back of the book. <i>For example:</i> Say a [base] word for children to make (e.g., red). Circulate and provide corrective feedback. Then tell children which letter to replace (e.g., replace the r in red with the letter b). Ask: What is the new word?</p>
<p>(A) demonstrate phonological awareness by (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Spoken One-Syllable Words ~~~~~</p> <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness Oral Segmentation <i>For example:</i> Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: egg; leg; let; hen; men; bell; bells; gets. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 69)</p> <p>Lesson 5: Short e egg/bells/bed/tell/tells • Unit 1, Lesson 5, TE pp. 69, 76</p> <p>Lesson 15: Long a (ai, ay) save/make/paint/train • Unit 4, Lesson 15, TE pp. 215, 222</p> <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e) look/rules/flute/brooms/hew/soon/book • Unit 5, Lesson 23, TE pp. 329, 336</p> <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development Instructional Guides Instructional Routines Booklet Routine 9: Phonemic Awareness—Oral Segmentation <i>Routine Steps include</i> Step 1: Introduce Step 2: Model (I Do) Step 3: Guided Practice/Practice (We Do/You Do) Connect to Spelling Multimodal and Multisensory Supports. Sample Teacher Talk Corrective Feedback • Pages 19–20</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate phonological awareness by</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Words with Initial/Final Consonant Blends ~~~~~</p> <p>TEACHER'S EDITION Phonemic Awareness Oral Segmentation <i>For example:</i> <i>Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: flip; slap; clam; bless; glass; plans. 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. 85)</i></p> <p>Lesson 6: l-Blends <i>flip/slap/clam/plans/clock/black</i> • Unit 2, Lesson 6, TE pp. 85, 92</p> <p>Lesson 8: r-Blends <i>frizz/grass/trips/drums/brick/trick/truck</i> • Unit 2, Lesson 8, TE pp. 113, 120</p> <p>Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)] <i>mild/child/finds/scolds/blink/blind/sold</i> • Unit 6, Lesson 28, TE pp. 401, 408</p>

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Lesson 2: Short i</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 23 <p>Lesson 3: Short o</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 37 <p>Read Connected Text Connected Text/Interact with the Text</p> <p>Lesson 1: Short a "My Cat"</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 11 <p>Lesson 2: Short i "The Big Bag"</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 25 <p>Lesson 3: Short o "Bob's Job"</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 39 <p>Word Sort Sort It Out Open Sort/Closed Sort/Check and Discuss</p> <p><i>For example:</i> 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 letter a can stand for the /a/ sound and that -an and -at are two common short a spelling patterns. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading short a words. (TE p. 14)</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 12 Unit 1, Lesson 2, SE/TE p. 26 Unit 1, Lesson 3, SE/TE p. 40 <p>Read Connected Text Take-Home Book</p> <p>Lesson 1: Short a "What Do We Like?"</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE pp. 15-16 <p>Lesson 2: Short i What Is It?"</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE pp. 29-30 <p>Lesson 3: Short o "Frog"</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE pp. 43-44 <p style="text-align: right;"><i>continued</i></p>

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(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent Practice Read and Write Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE p. 18 • Unit 1, Lesson 2, SE/TE p. 32 • Unit 1, Lesson 3, SE/TE p. 46 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE p. 22 • Unit 1, Lesson 2, SE/TE p. 36 • Unit 1, Lesson 3, SE/TE p. 50 <p>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 <i>From Phonics to Reading</i>, 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.</p> <p>Lesson 1: Short a “I Like” • Lesson 1, pp. 3–4</p> <p>Lesson 2: Short i “Tim” • Lesson 2, pp. 7–8</p> <p>Lesson 3: Short o “Jump” • Lesson 3, pp. 11–12</p> <p style="text-align: center;"><i>continued</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <i>Decodable Library</i> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>SHORT VOWELS/SHORT A</p> <ul style="list-style-type: none"> Level A <p>“What Do We Like?” Take-Home Book and Lesson Plan</p> <p>SHORT VOWELS/SHORT I</p> <ul style="list-style-type: none"> Level A <p>“What Is It?” Take-Home Book and Lesson Plan</p> <p>SHORT VOWELS/SHORT O</p> <ul style="list-style-type: none"> Level A <p>“Jump” Take-Home Book and Lesson Plan</p>
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Initial and Final Consonant Blends ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> <i>Introduction</i> Learn and Blend/Blend It</p> <p>Lesson 6: I-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 81 <p>Lesson 8: r-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 109 <p>Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, SE/TE p. 397 <p><i>Read Connected Text</i> Connected Text/Interact with the Text</p> <p>Lesson 6: I-Blends</p> <p>“The Plan for the Play”</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 83 <p>Lesson 8: r-Blends</p> <p>“What Is It?”</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 111 <p>Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]</p> <p>“A Good Pet”</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, SE/TE p. 399 <p><i>Word Sort</i> Sort It Out</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 84 Unit 2, Lesson 8, SE/TE p. 112 Unit 6, Lesson 28, SE/TE p. 400 <p style="text-align: center;"><i>continued</i></p>

SE = Student Edition / TE = Teacher’s Edition

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Initial and Final Consonant Blends (cont.) ~~~~~</p> <p>Read Connected Text Take-Home Book</p> <p>“What Are These Things?”</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE pp. 87–88 <p>“Brad and Trent”</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE pp. 115–116 <p>“Kind Child, Wild Child”</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, SE/TE pp. 403–404 <p>Independent Practice Read and Write Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 90 Unit 2, Lesson 8, SE/TE p. 118 Unit 6, Lesson 28, SE/TE p. 406 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 94 Unit 2, Lesson 8, SE/TE p. 122 Unit 6, Lesson 28, SE/TE p. 410 <p>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 <i>From Phonics to Reading</i>, 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.</p> <p>Lesson 6: l-Blends “Things on My Block”</p> <ul style="list-style-type: none"> Lesson 6, pp. 23–24 <p>Lesson 8: r-Blends “The Three Hens”</p> <ul style="list-style-type: none"> Lesson 8, pp. 31–32 <p>Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)] “The Billy Goats”</p> <ul style="list-style-type: none"> Lesson 28, pp. 111–112 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Initial and Final Consonant Blends (cont.) ~~~~~</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i></p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>BLENDS/L-BLENDS</p> <ul style="list-style-type: none"> Level A <p>“What Are These Things?”</p> <p>Take-Home Book and Lesson Plan</p> <p>BLENDS/R-BLENDS</p> <ul style="list-style-type: none"> Level A <p>“The Three Hens”</p> <p>Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG I</p> <ul style="list-style-type: none"> Level A (i(ld), i(nd)) <p>“Kind Child, Wild Child”</p> <p>Take-Home Book and Lesson Plan</p> <p style="text-align: center;">~~~~~ Digraphs and Trigraphs ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i></p> <p>Learn and Blend/Blend It</p> <p>Daily Practice: Spell It</p> <p>Lesson 9: Digraphs sh, th</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 123 <p>Lesson 10: Digraphs ch, tch, wh</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, SE/TE p. 137 <p>Lesson 11: Digraphs ng, nk</p> <ul style="list-style-type: none"> Unit 2, Lesson 11, SE/TE p. 151 <p><i>Read Connected Text</i></p> <p>Connected Text/Interact with the Text</p> <p>Lesson 9: Digraphs sh, th</p> <p>“This and That”</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 125 <p>Lesson 10: Digraphs ch, tch, wh</p> <p>“Our Dog Butch”</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, SE/TE p. 139 <p>Lesson 11: Digraphs ng, nk</p> <p>“The Rink”</p> <ul style="list-style-type: none"> Unit 2, Lesson 11, SE/TE p. 153 <p style="text-align: center;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Digraphs and Trigraphs (cont.) ~~~~~</p> <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 126 Unit 2, Lesson 10, SE/TE p. 140 Unit 2, Lesson 11, SE/TE p. 154 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 132 Unit 2, Lesson 10, SE/TE p. 146 Unit 2, Lesson 11, SE/TE p. 160 <p>Cumulative Assessment Build Fluency</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 136 Unit 2, Lesson 10, SE/TE p. 150 Unit 2, Lesson 11, SE/TE p. 164 <p>TEACHER'S EDITION Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Lesson 9: Digraphs sh, th</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 123 <p>Lesson 10: Digraphs ch, tch, wh</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, TE p. 137 <p>Lesson 11: Digraphs ng, nk</p> <ul style="list-style-type: none"> Unit 2, Lesson 11, TE p. 151 <p>Sound-Spelling/Blending Cumulative Quick Check</p> <ul style="list-style-type: none"> 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 <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins's <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Digraphs and Trigraphs (cont.) ~~~~~</p> <p>Lesson 9: Digraphs sh, th “Beth’s Wish” • Lesson 9, pp. 35–36</p> <p>Lesson 10: Digraphs ch, tch, wh “What Is for Lunch?” • Lesson 10, pp. 39–40</p> <p>Lesson 11: Digraphs ng, nk “Things with Wings” • Lesson 11, pp. 43–44</p> <p>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.</p> <p>CONSONANT DIGRAPHS • Level A (ch, tch, wh) “What Is for Lunch?” Take-Home Book and Lesson Plan</p> <p>CONSONANT DIGRAPHS • Level A (ch, tch, wh) “Will We Win?” Take-Home Book and Lesson Plan</p> <p>CONSONANT DIGRAPHS • Level A (sh, th) “The Big Wish” Take-Home Book and Lesson Plan</p>
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Closed Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It</p> <p>Lesson 1: Short a • Unit 1, Lesson 1, SE/TE p. 9</p> <p>Lesson 3: Short o • Unit 1, Lesson 3, SE/TE p. 37</p> <p>Lesson 5: Short e • Unit 1, Lesson 5, SE/TE p. 65</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Closed Syllables (cont.) ~~~~~</p> <p>Read Connected Text Connected Text/Interact with the Text Lesson 1: Short a “My Cat” • Unit 1, Lesson 1, SE/TE p. 11 Lesson 3: Short o “Bob’s Job” • Unit 1, Lesson 3, SE/TE p. 39 Lesson 5: Short e “Get Well, Ted!” • Unit 1, Lesson 5, SE/TE p. 67</p> <p>Word Sort Sort It Out • Unit 1, Lesson 1, SE/TE p. 12 • Unit 1, Lesson 3, SE/TE p. 40 • Unit 1, Lesson 5, SE/TE p. 68</p> <p>Read Connected Text Take-Home Book Lesson 1: Short a “What Do We Like?” • Unit 1, Lesson 1, SE/TE pp. 15-16 Lesson 3: Short o “Frog” • Unit 1, Lesson 3, SE/TE pp. 43-44 Lesson 5: Short e “Birds and Their Nests” • Unit 1, Lesson 5, SE/TE pp. 71-72</p> <p>Independent Practice Read and Write • Unit 1, Lesson 1, SE/TE p. 18 • Unit 1, Lesson 3, SE/TE p. 46 • Unit 1, Lesson 5, SE/TE p. 74</p> <p>Cumulative Assessment • Unit 1, Lesson 1, SE/TE p. 22 • Unit 1, Lesson 3, SE/TE p. 50 • Unit 1, Lesson 5, SE/TE p. 78</p> <p>TEACHER’S EDITION Word Study/Morphology Transition to Longer Words <i>For example:</i> Closed Syllables Write the word sudden. Divide the word into syllables: sud/den. Point out that both syllables end in a consonant and that they are called closed syllables. Explain that most closed syllables have a short vowel sound. Have children blend the syllables to read sudden. (TE p. 361) • Unit 5, Lesson 25, TE p. 361</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Closed Syllables (cont.) ~~~~~</p> <p>Teacher Table: Intervention Word Study/Morphology: Transition to Longer Words <i>For example:</i> Closed Syllables For words with closed syllables, remind children where to divide such words, and remind them that most closed syllables have a short vowel sound. Then have children divide the words into syllables and read the words. (TE p. 361)</p> <ul style="list-style-type: none"> Unit 5, Lesson 25, TE p. 361 <p>TE DIGITAL RESOURCES* Differentiation Supports Syllable Types Student Resources/Instructional Resources Syllable Types Word Study/Morphology Closed Syllables</p> <p>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 <i>From Phonics to Reading</i>, 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.</p> <p>Lesson 1: Short a “I Like” • Lesson 1, pp. 3–4</p> <p>Lesson 3: Short o “Jump” • Lesson 3, pp. 11–12</p> <p>Lesson 5: Short e “What Are We?” • Lesson 5, pp. 19–20</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Closed Syllables (cont.) ~~~~~</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>SHORT VOWELS/SHORT A</p> <ul style="list-style-type: none"> Level A <p>“What Do We Like?” Take-Home Book and Lesson Plan</p> <p>SYLLABLE TYPES/CLOSED SYLLABLES</p> <ul style="list-style-type: none"> Level B <p>“A Nutty Picnic” Decodable Passage and Lesson Plan</p> <p>SYLLABLE TYPES/CLOSED SYLLABLES</p> <ul style="list-style-type: none"> Level B <p>“The Rocket Contest” Decodable Passage and Lesson Plan</p> <p style="text-align: center;">~~~~~ Open Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It</p> <p>Lesson 14: Single Letter Long Vowels e, i, o</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 197 <p><i>Read Connected Text</i> Connected Text/Interact with the Text</p> <p>“Bo’s First Day”</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 199 <p><i>Word Sort</i> Sort It Out Open Sort/Closed Sort/Check and Discuss</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 200 <p><i>Read Connected Text</i> Take-Home Book</p> <p>“The New School”</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE pp. 203-204 <p><i>Independent Practice</i> Read and Write</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 206 <p><i>Cumulative Assessment</i> Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 210 <p style="text-align: center;"><i>continued</i></p>

\$110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Open Syllables (cont.) ~~~~~</p> <p>TEACHER'S EDITION <i>Introduce Sound-Spelling</i> Learn and Blend/Blend It/Corrective Feedback Lesson 14: Single Letter Long Vowels e, i, o • Unit 4, Lesson 14, TE p. 197</p> <p>TE DIGITAL RESOURCES* <i>Differentiation Supports</i> Syllable Types Student Resources/Instructional Resources Syllable Types Word Study/Morphology Open Syllables</p> <p>FLUENCY BOOSTER PRACTICE BOOK <i>Lessons 1–30</i> Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice. 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 14: Single Letter Long Vowels e, i, o “A New Friend” • Lesson 14, pp. 55–56</p> <p>INTERACTIVE PRACTICE BUNDLE* <i>Decodable Library</i> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. LONG VOWELS/SINGLE LETTER LONG VOWELS • Level A “The New School” Take-Home Book and Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCe Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction Learn and Blend/Blend It</p> <p>Lesson 12: Final e (a_e, i_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 167 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 181 <p>Read Connected Text Connected Text/Interact with the Text</p> <p>Lesson 12: Final e (a_e, i_e)</p> <p>"The Plane Ride"</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 169 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <p>"My Garden"</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 183 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 170 Unit 3, Lesson 13, SE/TE p. 184 <p>Read Connected Text Take-Home Book</p> <p>Lesson 12: Final e (a_e, i_e)</p> <p>"The Big Race"</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE pp. 173-174 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <p>"Let's Bake a Cake!"</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE pp. 187-188 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 176 Unit 3, Lesson 13, SE/TE p. 190 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 180 Unit 3, Lesson 13, SE/TE p. 194 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 12: Final e (a_e, i_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE p. 167 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 181 <p style="text-align: center;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCe Syllables (cont.) ~~~~~</p> <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports</p> <p>Syllable Types Student Resources/Instructional Resources</p> <p>Syllable Types</p> <p>Word Study/Morphology</p> <p>Final e Syllables</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 12: Final e (a_e, i_e)</p> <p>“Ice Is Nice!”</p> <ul style="list-style-type: none"> Lesson 12, pp. 47–48 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <p>“Pete’s Note”</p> <ul style="list-style-type: none"> Lesson 13, pp. 51–52 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> Level A (a_e, i_e) <p>“The Big Race”</p> <p>Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> Level A (a_e, i_e) <p>“Ice Is Nice”</p> <p>Take-Home Book and Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 18: Long i (y, igh)</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 253 <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 325 <p>Lesson 24: Diphthong /ou/ (ou, ow)</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE p. 339 <p>Read Connected Text Connected Text/Interact with the Text</p> <p>“How to Grow a Bean Plant”</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 255 <p>“Hi Grandma”</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE p. 327 <p>“Flowers All Around”</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE p. 341 <p>Word Sort Sort It Out Open Sort/Closed Sort/Check and Discuss</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 256 Unit 5, Lesson 23, SE/TE p. 328 Unit 5, Lesson 24, SE/TE p. 342 <p>Read Connected Text Take-Home Book</p> <p>“The Night Sky”</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE pp. 259–260 <p>“Books, Books, Books!”</p> <ul style="list-style-type: none"> Unit 5, Lesson 23, SE/TE pp. 331–332 <p>“The Parade Is in Town”</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE pp. 345–346 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 262 Unit 5, Lesson 23, SE/TE p. 334 Unit 5, Lesson 24, SE/TE p. 348 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 266 Unit 5, Lesson 23, SE/TE p. 338 Unit 5, Lesson 24, SE/TE p. 352 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</p> <p>TEACHER'S EDITION <i>Introduce Sound-Spelling</i> Learn and Blend/Blend It/Corrective Feedback Lesson 18: Long i (y, igh) • Unit 4, Lesson 18, TE p. 253 Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e) • Unit 5, Lesson 23, TE p. 325 Lesson 24: Diphthong /ou/ (ou, ow) • Unit 5, Lesson 24, TE p. 339</p> <p>TE DIGITAL RESOURCES* <i>Differentiation Supports</i> Syllable Types Student Resources/Instructional Resources Syllable Types Word Study/Morphology Vowel Team Syllables</p> <p>FLUENCY BOOSTER PRACTICE BOOK <i>Lessons 1–30</i> Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins's <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice. 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 18: Long i (y, igh) "The Flies" • Lesson 18, pp. 71–72 Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e) "Dear Mrs. Brooks" • Lesson 23, pp. 91–92 Lesson 24: Diphthong /ou/ (ou, ow) "Up and Down" • Lesson 24, pp. 95–96</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> 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.</p> <p>LONG VOWELS/LONG I</p> <ul style="list-style-type: none"> Level A (y, igh) <p>“The Night Sky” Take-Home Book and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO</p> <ul style="list-style-type: none"> Level A <p>“Books, Books, Books!” Take-Home Book and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/DIPHTHONG OU</p> <ul style="list-style-type: none"> Level A <p>“The Parade Is in Town!” Take-Home Book and Lesson Plan</p> <p style="text-align: center;">~~~~~ r-Controlled Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 20: r-Controlled ar</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 283 <p>Lesson 21: r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 297 <p>Lesson 22: r-Controlled or, ore, oar</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, SE/TE p. 311 <p>Read Connected Text Connected Text/Interact with the Text</p> <p>“Art Day”</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 285 <p>“How to Make a Sandcastle”</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 299 <p>“Sports Fans”</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, SE/TE p. 313 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 286 Unit 5, Lesson 21, SE/TE p. 300 Unit 5, Lesson 22, SE/TE p. 314 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>Read Connected Text</p> <p>Take-Home Book</p> <p>“On the Farm”</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE pp. 289–290 <p>“Pam Gets Hurt”</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE pp. 303–304 <p>“Stores at the Mall”</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, SE/TE pp. 317–318 Independent Practice <p>Read and Write</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 292 Unit 5, Lesson 21, SE/TE p. 306 Unit 5, Lesson 22, SE/TE p. 320 <p>Cumulative Assessment</p> <p>Fluency Check</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 296 Unit 5, Lesson 21, SE/TE p. 310 Unit 5, Lesson 22, SE/TE p. 324 <p>TEACHER’S EDITION</p> <p>Introduce Sound-Spelling</p> <p>Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 20: r-Controlled ar</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, TE p. 283 <p>Lesson 21: r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 297 <p>Lesson 22: r-Controlled or, ore, oar</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, TE p. 311 <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports</p> <p>Syllable Types Student Resources/Instructional Resources</p> <p>Syllable Types</p> <p>Word Study/Morphology</p> <p>r-Controlled Syllables</p> <p style="text-align: right;"><i>continued</i></p>
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1-30</p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 20: r-Controlled ar</p> <p>“Star Art”</p> <ul style="list-style-type: none"> Lesson 20, pp. 79–80 <p>Lesson 21: r-Controlled er, ir, ur</p> <p>“The Birds”</p> <ul style="list-style-type: none"> Lesson 21, pp. 83–84 <p>Lesson 22: r-Controlled or, ore, oar</p> <p>“Storm”</p> <ul style="list-style-type: none"> Lesson 22, pp. 87–88 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED ÂR</p> <ul style="list-style-type: none"> Level A <p>“The Three Bears: A Retelling”</p> <p>Take-Home Book and Lesson Plan</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED ÔR</p> <ul style="list-style-type: none"> Level A <p>“Stores at the Mall”</p> <p>Take-Home Book and Lesson Plan</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED Û</p> <ul style="list-style-type: none"> Level A <p>“Pam Gets Hurt”</p> <p>Take-Home Book and Lesson Plan</p>

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<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iv) using knowledge of base words to decode common compound words and contractions;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Compound Words ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p>Compound Words</p> <p><i>For example:</i> Write the word <i>eyebrow</i>. Ask: What kind of word is this? What smaller words are inside this large word? Draw a line between eye and brow. Review compound words and how the smaller words in a compound word can help children read the word. (TE p. 347)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 219 Unit 4, Lesson 19, SE/TE p. 275 Unit 5, Lesson 24, SE/TE p. 347 <p>Word Study/Morphology</p> <p>Transition to Longer Words</p> <p><i>For example:</i> Write the compound word <i>birdbath</i>. Ask: How do we divide this word into syllables? Guide children to identify the r-controlled vowel sound in <i>bird</i> and the short a sound in <i>bath</i>. Draw a line between the two syllables: <i>bird/bath</i>. Have children blend the syllables to read the word. (TE p. 305)</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 305 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling/Blending</p> <p>Word Study/Morphology: Compound Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE pp. 220, 222 Unit 4, Lesson 19, TE pp. 276, 278 Unit 5, Lesson 24, TE pp. 348, 350 <p>Word Study/Morphology: Transition to Longer Words</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE pp. 306, 308 <p>Teacher Table: Intervention</p> <p>Word Study/Morphology: Compound Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 220 Unit 4, Lesson 19, TE p. 276 Unit 5, Lesson 24, TE p. 348 <p>Word Study/Morphology: Transition to Longer Words</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 306 <p style="text-align: center;">~~~~~ Contractions ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p>Contractions</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 117 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling/Blending</p> <p>Word Study/Morphology: Contractions</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, TE pp. 118, 120 <p style="text-align: right;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iv) using knowledge of base words to decode common compound words and contractions;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Contractions (cont.) ~~~~~</p> <p>Teacher Table: Intervention Word Study/Morphology: Contractions</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, TE p. 118 <p>Print Concepts Understanding How Sentences Work Children use sentences from the story to review proper sentence construction and contractions.</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, TE p. 347 Unit 6, Lesson 28, TE p. 405
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Words with Inflectional Ending -ed ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Ending -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 189 <p>Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 375 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling/Blending Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE pp. 132, 134 <p>Word Study/Morphology: Inflectional Ending -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE pp. 190, 192 <p>Word Study/Morphology: Inflectional Endings (Review)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE pp. 376, 378 <p>Teacher Table: Intervention Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 132 <p>Word Study/Morphology: Inflectional Ending -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 190 <p>Word Study/Morphology: Inflectional Endings (Review)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE p. 376 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Words with Inflectional Ending -s ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 375 <p><u>TEACHER'S EDITION</u> Sound-Spelling/Blending Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE pp. 32, 34 <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE pp. 376, 378 <p>Teacher Table: Intervention Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 32 <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, TE p. 376 <p style="text-align: center;">~~~~~ Words with Inflectional Ending -es ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Read Connected Text Take-Home Book</p> <p>Lesson 18: Long i (y, igh)</p> <p><i>foxes</i></p> <p>"The Night Sky"</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE pp. 259-260 <p>Lesson 24: Diphthong /ou/ (ou, ow)</p> <p><i>goes</i></p> <p>"The Parade Is in Town"</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE pp. 345-346 <p>Word Study/Morphology Transition to Longer Words (-es)</p> <ul style="list-style-type: none"> Unit 6, Lesson 29, SE/TE p. 419 <p><u>TEACHER'S EDITION</u> Sound-Spelling/Blending Word Study/Morphology: Transition to Longer Words (-es)</p> <ul style="list-style-type: none"> Unit 6, Lesson 29, TE pp. 420, 422 <p>Teacher Table: Intervention Word Study/Morphology: Transition to Longer Words (-es)</p> <ul style="list-style-type: none"> Unit 6, Lesson 29, TE p. 420

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>High-Frequency Words Read-Spell-Write <i>For example:</i> Read Write the word in a context sentence and underline the word. Point to the word and have children chorally read it. <i>Say: There are many markers in this box. [Point to the word many.] This is the word many. What is the word?. (TE p. 82)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 82 • Unit 4, Lesson 15, SE/TE p. 212 • Unit 5, Lesson 24, SE/TE p. 340 <p>TEACHER'S EDITION</p> <p>High-Frequency Words Review/Extend</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 85 • Unit 4, Lesson 15, TE p. 215 • Unit 5, Lesson 24, TE p. 343 <p>Review/Use in Context</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 87 • Unit 4, Lesson 15, TE p. 217 • Unit 5, Lesson 24, TE p. 345 <p>Build Fluency/Review</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 92 • Unit 4, Lesson 15, TE p. 222 • Unit 5, Lesson 24, TE p. 350 <p>TE DIGITAL RESOURCES*</p> <p>Overview High-Frequency Words High-Frequency Words Decodable High-Frequency Words Irregular High-Frequency Words Decodable Text Word Analyses Level A Decodable Text Word Analyses Listed are high-frequency words and the cumulative high-frequency words for every Level A decodable text.</p> <p>Professional Development Instructional Guides Instructional Routines Booklet</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p>	<p style="text-align: center;"><i>continued</i></p> <p>Assessment</p> <p>Benchmark (Interactive)</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Level A, Part 1 • Level A, Part 2 • Level A, Part 3 <p>Benchmark PDF</p> <p>Benchmark Assessments</p> <ul style="list-style-type: none"> • High-Frequency Word Assessments • High-Frequency Word Administration & Analyses <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Teacher’s Guide to High-Frequency Words</p> <p>What Are High-Frequency Words?</p> <p>Supporting Instruction of High-Frequency Words</p> <ul style="list-style-type: none"> • Use the Read/Spell/Write/Extend Routine • Use Flashcards • Build a Log of Cumulative Sentences • Play <i>What’s Missing?</i> • Play <i>Mix and Fix It</i>

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<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p>	<p style="text-align: center;">~~~~~ Closed Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 9 <p>Lesson 3: Short o</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 37 <p>Lesson 5: Short e</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE/TE p. 65 <p>Dictation Think and Write/Listen and Spell Guide children to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE p. 13/TE pp. 13-14 Unit 1, Lesson 3, SE p. 41/TE pp. 41-42 Unit 1, Lesson 5, SE p. 69/TE pp. 69-70 <p>Word Building Make New Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 14 Unit 1, Lesson 3, SE/TE p. 42 Unit 1, Lesson 5, SE/TE p. 70 <p>Independent Practice Read and Write Use the page as an informal assessment of children's developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 18 Unit 1, Lesson 3, SE/TE p. 46 Unit 1, Lesson 5, SE/TE p. 74 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 19 Unit 1, Lesson 3, SE/TE p. 47 Unit 1, Lesson 5, SE/TE p. 75 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 20 Unit 1, Lesson 3, SE/TE p. 48 Unit 1, Lesson 5, SE/TE p. 76 <p>Writing Extension Write About It Children use words from the story when writing about the text.</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, SE/TE p. 21 Unit 1, Lesson 3, SE/TE p. 49 Unit 1, Lesson 5, SE/TE p. 77
<i>continued</i>	<i>continued</i>

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<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Closed Syllables (cont.) ~~~~~</p> <p>TEACHER'S EDITION <i>Introduce Sound-Spelling</i> Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 9 <p>Lesson 3: Short o</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 37 <p>Lesson 5: Short e</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. 65 <p>TE DIGITAL RESOURCES* <i>Differentiation Supports</i> Syllable Types Student Resources/Instructional Resources Syllable Types Word Study/Morphology Closed Syllables</p> <p>FLUENCY BOOSTER PRACTICE BOOK <i>Lessons 1-30</i> Decodable Text Writing: Write About It Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.</p> <p>Lesson 1: Short a "I Like"</p> <ul style="list-style-type: none"> Writing: Write About It, p. 6 <p>Lesson 3: Short o "Jump"</p> <ul style="list-style-type: none"> Writing: Write About It, p. 14 <p>Lesson 5: Short e "What Are We?"</p> <ul style="list-style-type: none"> Writing: Write About It, p. 22 <p>INTERACTIVE PRACTICE BUNDLE* <i>Units 1-6</i> Lessons 1-30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p> <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p style="text-align: center;">~~~~~ Open Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 14: Single Letter Long Vowels e, i, o</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 197 <p>Dictation Think and Write/Listen and Spell Guide children to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE p. 201/TE p. 201-202 <p>Word Building Make New Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 202 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 206 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 207 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 208 <p>Writing Extension Write About It Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 209 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback Lesson 14: Single Letter Long Vowels e, i, o</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, TE p. 197 <p>Sound-Spelling/Blending Cumulative Quick Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, TE pp. 201, 203, 206, 208 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Differentiation Supports Syllable Types Student Resources/Instructional Resources</p> <p>Syllable Types Word Study/Morphology Open Syllables</p> <p style="text-align: right;"><i>continued</i></p>
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<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCe Syllables (cont.) ~~~~~</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1–6 Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p> <p style="text-align: center;">~~~~~ Vowel Teams ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 18: Long i (y, igh) • Unit 4, Lesson 18, SE/TE p. 253</p> <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e) • Unit 5, Lesson 23, SE/TE p. 325</p> <p>Lesson 24: Diphthong /ou/ (ou, ow) • Unit 5, Lesson 24, SE/TE p. 339</p> <p>Dictation Think and Write/Listen and Spell Guide children to connect each sound to a spelling. <i>For example:</i> <i>Say: What is the first sound in true? That’s right, /t/. What letter do we write for that sound? [Write the letter t.] What is the next sound in true? Yes, it’s /r/. What letter do we write for that sound? [Write the letter r.] What is the last sound in true? Yes, it’s /ōō/. What spellings have we learned for that sound? Why is ue the best choice? [Write the letters ue.] (TE p. 330)</i></p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE p. 257/TE pp. 257–258 • Unit 5, Lesson 23, SE p. 329/TE pp. 329–330 • Unit 5, Lesson 24, SE p. 343/TE pp. 343–344 <p>Word Building Make New Words</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 264 • Unit 5, Lesson 23, SE/TE p. 336 • Unit 5, Lesson 24, SE/TE p. 350 <p style="text-align: center;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</p> <p>Independent Practice Read and Write Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 262 • Unit 5, Lesson 23, SE/TE p. 334 • Unit 5, Lesson 24, SE/TE p. 348 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 263 • Unit 5, Lesson 23, SE/TE p. 335 • Unit 5, Lesson 24, SE/TE p. 349 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 264 • Unit 5, Lesson 23, SE/TE p. 336 • Unit 5, Lesson 24, SE/TE p. 350 <p>Writing Extension Write About It Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, SE/TE p. 265 • Unit 5, Lesson 23, SE/TE p. 337 • Unit 5, Lesson 24, SE/TE p. 351 <p>TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 18: Long i (y, igh)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 18, TE p. 253 <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 325 <p>Lesson 24: Diphthong /ou/ (ou, ow)</p> <ul style="list-style-type: none"> • Unit 5, Lesson 24, TE p. 339 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1-30</p> <p>Decodable Text</p> <p>Writing: Write About It</p> <p>Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.</p> <p>Lesson 18: Long i (y, igh)</p> <p>“The Flies”</p> <ul style="list-style-type: none"> • Writing: Write About It, p. 74 <p>Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e)</p> <p>“Dear Mrs. Brooks”</p> <ul style="list-style-type: none"> • Writing: Write About It, p. 94 <p>Lesson 24: Diphthong /ou/ (ou, ow)</p> <p>“Up and Down”</p> <ul style="list-style-type: none"> • Writing: Write About It, p. 98 <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Units 1-6</p> <p>Lessons 1-30</p> <p>Interactive Practice Activities</p> <p>These assignable interactive activities bring playfulness to practice spelling routines.</p> <p style="text-align: center;">Sound It, Spell It</p>
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ r-Controlled Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Read Connected Text</p> <p>Daily Practice</p> <p>Spell It <i>Have a partner say each word. Write the word. Check your answer.</i></p> <p>Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>“Art Day”</p> <ul style="list-style-type: none"> • Unit 5, Lesson 20, SE/TE p. 285 <p>“How to Make a Sandcastle”</p> <ul style="list-style-type: none"> • Unit 5, Lesson 21, SE/TE p. 299 <p>“Sports Fans”</p> <ul style="list-style-type: none"> • Unit 5, Lesson 22, SE/TE p. 313 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>Dictation Think and Write/Listen and Spell Guide children to connect each sound to a spelling. <i>For example:</i> <i>Say: What is the first sound in verb? That's right, /v/. What letter do we write for that sound? [Write the letter v.] What is the next sound in verb? Yes, it's /ŭr/. What spellings have we learned for that sound? Which spelling should I write? Why is er the best choice? What is the last sound in verb? Yes, /b/. What letter do we write for that sound? [Write the letter b.]</i> (TE p. 302)</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE p. 287/TE pp. 287-288 Unit 5, Lesson 21, SE p. 301/TE pp. 301-302 Unit 5, Lesson 22, SE p. 315/TE pp. 315-316 <p>Word Building Make New Words</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 288 Unit 5, Lesson 21, SE/TE p. 302 Unit 5, Lesson 22, SE/TE p. 316 <p>Independent Practice Read and Write Use the page as an informal assessment of children's developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 292 Unit 5, Lesson 21, SE/TE p. 306 Unit 5, Lesson 22, SE/TE p. 320 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 294 Unit 5, Lesson 21, SE/TE p. 308 Unit 5, Lesson 22, SE/TE p. 322 <p>Writing Extension Write About It</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 294 Unit 5, Lesson 21, SE/TE p. 308 Unit 5, Lesson 22, SE/TE p. 322 <p>TEACHER'S EDITION Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 20: r-Controlled ar</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, TE p. 283 <p>Lesson 21: r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 297 <p>Lesson 22: r-Controlled or, ore, oar</p> <ul style="list-style-type: none"> Unit 5, Lesson 22, TE p. 311 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p>	<p><i>continued</i></p> <p>~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports</p> <p>Syllable Types Student Resources/Instructional Resources</p> <p>Syllable Types</p> <p>Word Study/Morphology</p> <p>r-Controlled Syllables</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>Writing: Write About It</p> <p>Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.</p> <p>Lesson 20: r-Controlled ar</p> <p>“Star Art”</p> <ul style="list-style-type: none"> • Writing: Write About It, p. 82 <p>Lesson 21: r-Controlled er, ir, ur</p> <p>“The Birds”</p> <ul style="list-style-type: none"> • Writing: Write About It, p. 86 <p>Lesson 22: r-Controlled or, ore, oar</p> <p>“Storm”</p> <ul style="list-style-type: none"> • Writing: Write About It, p. 90 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1–6</p> <p>Lessons 1–30</p> <p>Interactive Practice Activities</p> <p>These assignable interactive activities bring playfulness to practice spelling routines.</p> <p>Sound It, Spell It</p> <p>~~~~~ Other Spelling Resources ~~~~~</p> <p>TE DIGITAL RESOURCES*</p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Spelling Instructional Guide</p> <p>Assessment</p> <p>Benchmark Assessments (PDF)</p> <p>Comprehensive Spelling Survey</p> <p>Formative Assessments</p> <p>Cumulative Spelling Sentences</p>
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<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Initial and Final Consonant Blends ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 6: l-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 81 <p>Lesson 8: r-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 109 <p>Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)]</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, SE/TE p. 397 <p>Dictation Think and Write/Listen and Spell Children connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE p. 85/TE pp. 85–86 Unit 2, Lesson 8, SE p. 113/TE pp. 113–114 Unit 6, Lesson 28, SE p. 401/TE pp. 401–402 <p>Word Building Make New Words Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with consonant digraphs.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 92 Unit 2, Lesson 8, SE/TE p. 120 Unit 6, Lesson 28, SE/TE p. 408 <p>Independent Practice Read and Write Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 90 Unit 2, Lesson 8, SE/TE p. 118 Unit 6, Lesson 28, SE/TE p. 406 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 91 Unit 2, Lesson 8, SE/TE p. 119 Unit 6, Lesson 28, SE/TE p. 407 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 92 Unit 2, Lesson 8, SE/TE p. 120 Unit 6, Lesson 28, SE/TE p. 408 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Initial and Final Consonant Blends (cont.) ~~~~~</p> <p>Writing Extension Write About It Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 93 Unit 2, Lesson 8, SE/TE p. 121 Unit 6, Lesson 28, SE/TE p. 409 <p>TEACHER'S EDITION Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 6: l-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 81 <p>Lesson 8: r-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, TE p. 109 <p>Lesson 28: Long i and Long o [i(l)d, i(nd), o(l)d]</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, TE p. 397 <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text Writing: Write About It Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.</p> <p>Lesson 6: l-Blends "Things on My Block"</p> <ul style="list-style-type: none"> Writing: Write About It, p. 26 <p>Lesson 8: r-Blends "The Three Hens"</p> <ul style="list-style-type: none"> Writing: Write About It, p. 34 <p>Lesson 28: Long i and Long o [i(l)d, i(nd), o(l)d] "The Billy Goats"</p> <ul style="list-style-type: none"> Writing: Write About It, p. 114
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Digraphs and Trigraphs ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 9: Digraphs sh, th</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 123 <p>Lesson 10: Digraphs ch, tch, wh</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, SE/TE p. 137 <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p> <p style="text-align: center;"><i>continued</i></p>	<p><i>continued</i></p> <p style="text-align: center;">~~~~~ Digraphs and Trigraphs (cont.) ~~~~~</p> <p>Lesson 11: Digraphs ng, nk</p> <ul style="list-style-type: none"> Unit 2, Lesson 11, SE/TE p. 151 <p>Word Sort</p> <p>Sort It Out</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 126 Unit 2, Lesson 10, SE/TE p. 140 Unit 2, Lesson 11, SE/TE p. 154 <p>Dictation</p> <p>Think and Write/Listen and Spell</p> <p>Children connect each sound to a spelling.</p> <ul style="list-style-type: none"> 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 <p>Word Building</p> <p>Make New Words</p> <p>Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with consonant digraphs.</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 128 Unit 2, Lesson 10, SE/TE p. 142 Unit 2, Lesson 11, SE/TE p. 156 <p>Independent Practice</p> <p>Read and Write</p> <p>Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 132 Unit 2, Lesson 10, SE/TE p. 146 Unit 2, Lesson 11, SE/TE p. 160 <p>Cumulative Review</p> <p>Build Fluency</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 133 Unit 2, Lesson 10, SE/TE p. 147 Unit 2, Lesson 11, SE/TE p. 161 <p>Word Building</p> <p>Word Ladder</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 134 Unit 2, Lesson 10, SE/TE p. 148 Unit 2, Lesson 11, SE/TE p. 162 <p>Writing Extension</p> <p>Write About It</p> <p>Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 135 Unit 2, Lesson 10, SE/TE p. 149 Unit 2, Lesson 11, SE/TE p. 163 <p style="text-align: center;"><i>continued</i></p>
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<p><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p><i>continued</i></p> <p>~~~~~ Digraphs and Trigraphs (cont.) ~~~~~</p> <p>TEACHER'S EDITION</p> <p><i>Introduce Sound-Spelling</i></p> <p>Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 9: Digraphs sh, th</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 123 <p>Lesson 10: Digraphs ch, tch, wh</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, TE p. 137 <p>Lesson 11: Digraphs ng, nk</p> <ul style="list-style-type: none"> Unit 2, Lesson 11, TE p. 151 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p><i>Lessons 1–30</i></p> <p>Decodable Text</p> <p>Writing: Write About It</p> <p>Encourage children to use words featuring newly learned spelling patterns or phonics skills when writing about the story.</p> <p>Lesson 9: Digraphs sh, th</p> <p>“Beth’s Wish”</p> <ul style="list-style-type: none"> Writing: Write About It, p. 38 <p>Lesson 10: Digraphs ch, tch, wh</p> <p>“What Is for Lunch?”</p> <ul style="list-style-type: none"> Writing: Write About It, p. 42 <p>Lesson 11: Digraphs ng, nk</p> <p>“Things with Wings”</p> <ul style="list-style-type: none"> Writing: Write About It, p. 46 <p>~~~~~ Other Spelling Resources ~~~~~</p> <p>TE DIGITAL RESOURCES*</p> <p><i>Professional Development</i></p> <p>Instructional Guides</p> <ul style="list-style-type: none"> Spelling Instructional Guide <p><i>Assessment</i></p> <p>Benchmark Assessments (PDF)</p> <ul style="list-style-type: none"> Comprehensive Spelling Survey Formative Assessments Cumulative Spelling Sentences
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(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iii) sound-spelling patterns; and</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 7: s-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 95 <p>Lesson 11: Digraphs ng, nk</p> <ul style="list-style-type: none"> Unit 2, Lesson 11, SE/TE p. 151 <p>Lesson 27: r-Controlled are, air, ear</p> <ul style="list-style-type: none"> Unit 5, Lesson 27, SE/TE p. 381 <p>Dictation Think and Write/Listen and Spell Children connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE p. 99/TE pp. 99-100 Unit 2, Lesson 11, SE p. 155/TE pp. 155-156 Unit 5, Lesson 27, SE p. 385/TE pp. 385-386 <p>Word Building Make New Words Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with consonant digraphs.</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 100 Unit 2, Lesson 11, SE/TE p. 156 Unit 5, Lesson 27, SE/TE p. 386 <p>Independent Practice Read and Write Use the page as an informal assessment of children's developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 104 Unit 2, Lesson 11, SE/TE p. 160 Unit 5, Lesson 27, SE/TE p. 390 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 105 Unit 2, Lesson 11, SE/TE p. 161 Unit 5, Lesson 27, SE/TE p. 391 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 106 Unit 2, Lesson 11, SE/TE p. 162 Unit 5, Lesson 27, SE/TE p. 392 <p style="text-align: center;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;">(iii) sound-spelling patterns; and</p>	<p style="text-align: center;"><i>continued</i></p> <p>Writing Extension Write About It Children use words from the story when writing about the lesson Take-Home Book.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, SE/TE p. 107 • Unit 2, Lesson 11, SE/TE p. 163 • Unit 5, Lesson 27, SE/TE p. 393 <p>TEACHER'S EDITION Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 7: s-Blends</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 95 <p>Lesson 11: Digraphs ng, nk</p> <ul style="list-style-type: none"> • Unit 2, Lesson 11, TE p. 151 <p>Lesson 27: r-Controlled are, air, ear</p> <ul style="list-style-type: none"> • Unit 5, Lesson 27, TE p. 381
<p>(C) demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;">(iv) spelling high-frequency words from a research-based list;</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words Read-Spell-Write/Use in Context</p> <p><i>For example:</i> Spell Spell the word aloud and have children repeat it. Briefly point out any letter-sounds or spellings children might already know or that are the same as other words they have learned. <i>Say: The word water is spelled w-a-t-e-r. Spell it with me: w-a-t-e-r. What are the last two letters in water? What other words do you know that end with er?</i></p> <p>Write Ask children to write the word two times on Student Book, page 168 as they spell it aloud. <i>Say: Watch as I write the word. I will say each letter as I write it. [Model this.] Now it's your turn. Write the word two times. Say each letter as you write it. (TE p. 168)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 82 • Unit 3, Lesson 12, SE/TE p. 168 • Unit 4, Lesson 14, SE/TE p. 198 <p>Cumulative Review Build Fluency</p> <p><i>For example:</i> Write and review the high-frequency words water, that, of, and carry. Then have children complete the Build Fluency sentence activities independently. Prompt children to add this cumulative review page to their folders and use it to build fluency. (TE p. 177)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, SE/TE p. 91 • Unit 3, Lesson 12, SE/TE p. 177 • Unit 4, Lesson 14, SE/TE p. 207 <p style="text-align: center;"><i>continued</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iv) spelling high-frequency words from a research-based list;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION High-Frequency Words Review/Extend Reteach the high-frequency words using the Read-Spell-Write routine.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 85 Unit 3, Lesson 12, SE/TE p. 171 Unit 4, Lesson 14, SE/TE p. 201 <p>Review/Use in Context Reteach the high-frequency words using the Read-Spell-Write routine.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 87 Unit 3, Lesson 12, SE/TE p. 173 Unit 4, Lesson 14, SE/TE p. 203 <p>Build Fluency Children chorally read the high-frequency words then read sentences they wrote using those words for the Cumulative Reivew: Build Fluency activity.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 92 Unit 3, Lesson 12, SE/TE p. 178 Unit 4, Lesson 14, SE/TE p. 208 <p>TE DIGITAL RESOURCES* Overview High-Frequency Words High-Frequency Words Decodable High-Frequency Words Irregular High-Frequency Words Decodable Text Word Analyses Level A Decodable Text Word Analyses Listed are high-frequency words and the cumulative high-frequency words for every Level A decodable text.</p> <p>Professional Development Instructional Guides Instructional Routines Booklet</p> <ul style="list-style-type: none"> 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 <p>Assessment Benchmark (Interactive) High-Frequency Words</p> <ul style="list-style-type: none"> Level A, Part 1 Level A, Part 2 Level A, Part 3 <p>Benchmark PDF Benchmark Assessments</p> <ul style="list-style-type: none"> High-Frequency Word Assessments High-Frequency Word Administration & Analyses <p style="text-align: center;"><i>continued</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iv) spelling high-frequency words from a research-based list;</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Differentiation Supports</i></p> <p>Additional Routines</p> <p>Teacher’s Guide to High-Frequency Words</p> <p>What Are High-Frequency Words?</p> <p>Supporting Instruction of High-Frequency Words</p> <ul style="list-style-type: none"> • Use the Read/Spell/Write/Extend Routine • Use Flashcards • Build a Log of Cumulative Sentences • Play <i>What’s Missing?</i> • Play <i>Mix and Fix It</i>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Read Connected Text Take-Home Book <i>Preview and Predict</i> <i>For example:</i> Preview and Predict Read the title. Have children repeat. Describe the illustration on the first page using key words to frontload vocabulary. Ask children to tell what they think the story will be about and why, noting details in the illustration and title. (TE p. 144)</p> <p>Lesson 1: Short a "What Do We Like?" • Unit 1, Lesson 1, TE p. 16</p> <p>Lesson 10: Digraphs ch, tch, wh "Will We Win?" • Unit 2, Lesson 10, TE p. 144</p> <p>Lesson 27: r-Controlled are, air, ear "The Three Bears: A Retelling" • Unit 5, Lesson 27, TE p. 388</p>
<p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p>	<p><i>These criteria are beyond the scope of this supplemental foundational skills program.</i></p>
<p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p>Students improve their handwriting legibility by providing handwritten answers to exercises throughout the program. Key lesson activities in the print Student Edition feature questions that elicit single-word or -phrase responses. For children in Grade 1, these include High-Frequency Words: Read-Spell-Write; Word Sort: Sort It Out; Dictation: Think and Write/Listen and Spell; Word Building: Make New Words; Word Study; Independent Practice: Read and Write; Cumulative Review: Build Fluency; and Word Building: Word Ladder.</p> <p>Students write complete sentences for Daily Practice: Write About It; Read Connected Text: Interact with the Text; the end-of-activity questions for Word Sort, Word Study, and Cumulative Review; and multiple sentences for the end-of-lesson Writing Extension: Write About It assignment.</p> <p>Additional writing activities are suggested in the Teacher's Edition and Decodable Text Lesson Plans.</p>
<p><i>continued</i></p>	<p><i>continued</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><i>continued</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Introduction Daily Practice Write About It <i>Use the words to create a story.</i> Short o</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 37 <p>Long e (ee, ea)</p> <ul style="list-style-type: none"> Unit 4, Lesson 16, TE p. 225 <p>Long i and Long o [i(ld), i(nd), o(ld)]</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, TE p. 397 <p>High-Frequency Words Read-Spell-Write</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 38 Unit 4, Lesson 16, SE/TE p. 226 Unit 6, Lesson 28, SE/TE p. 398 <p>Read Connected Text Interact with the Text</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 39 Unit 4, Lesson 16, SE/TE p. 227 Unit 6, Lesson 28, SE/TE p. 399 <p>Word Sort Sort It Out <i>For example:</i> Directions <i>Read each word. Then sort the words. Write each word in the correct box. (SE/TE p. 40)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 40 Unit 4, Lesson 16, SE/TE p. 228 Unit 6, Lesson 28, SE/TE p. 400 <p>Dictation Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE p. 41/TE pp. 41–42 Unit 4, Lesson 16, SE p. 229/TE pp. 229–230 Unit 6, Lesson 28, SE p. 401/TE pp. 401–402 <p>Word Building Make New Words</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 42 Unit 4, Lesson 16, SE/TE p. 230 Unit 6, Lesson 28, SE/TE p. 402 <p>Word Study <i>For example:</i> Directions <i>Write a double final consonant from the box to make a word. Then write the word.</i> Directions <i>Write a sentence using a word you wrote. (SE/TE p. 44)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 45 Unit 4, Lesson 16, SE/TE p. 233 Unit 6, Lesson 28, SE/TE p. 405 <p style="text-align: center;"><i>continued</i></p>
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\$110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent Practice Read and Write Use the page as an informal assessment of children’s developing ability to read and write words using the lesson phonics skill.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 46 Unit 4, Lesson 16, SE/TE p. 234 Unit 6, Lesson 28, SE/TE p. 406 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 47 Unit 4, Lesson 16, SE/TE p. 235 Unit 6, Lesson 28, SE/TE p. 407 <p>Word Building Word Ladder <i>For example:</i> Directions Listen to each clue. Then write the word. Start at the bottom and climb to the top. (SE/TE p. 48)</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 48 Unit 4, Lesson 16, SE/TE p. 236 Unit 6, Lesson 28, SE/TE p. 408 <p>Writing Extension Write About It Children reread the lesson Take-Home Book then write what they learned.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 49 Unit 4, Lesson 16, SE/TE p. 237 Unit 6, Lesson 28, SE/TE p. 409 <p>TEACHER’S EDITION Print Concepts Understanding How Sentences Work Point out the spaces between each word in the sentence.</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, SE/TE p. 275 <p>Children separate words with spaces.</p> <ul style="list-style-type: none"> Unit 5, Lesson 25, SE/TE p. 361 <p>Review the use of word spaces between each word in a sentence.</p> <ul style="list-style-type: none"> Unit 5, Lesson 27, SE/TE p. 389 <p>TE DIGITAL RESOURCES* Assessment Assessment Overview Formative Assessments • Letter Formation Assessment, p. 2 Formative Assessments Letter Formation Assessment</p> <p style="text-align: center;"><i>continued</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p><i>continued</i></p> <p>Differentiation Supports Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction</p> <ul style="list-style-type: none"> • Pencil Grip, p. 1 • Posture, p. 2 • Spacing, p. 3 • Strokes, p. 3 • General Tips, p. 4 • Letter Formation Guide, pp. 5–8 <p>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 <i>From Phonics to Reading</i>, 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. <i>For example:</i> Directions Read “Jump” again. Write a summary of the story. Provide the following sentence starter and sentence frames to aid children in their writing: The girls _____. One girl _____ like a _____. Then she _____ like a _____. Then she _____ Encourage children to use short o words from the story in their writing. Word Bank: frog, hop, not, stop. (TE p. 14)</p> <p>Lesson 3: Short o “Jump” • Writing: Write About It, p. 14 Lesson 16: Long e (ee, ea) “In the Sea” • Writing: Write About It, p. 66 Lesson 28: Long i and Long o [i(ld), i(nd), o(ld)] “The Billy Goats” • Writing: Write About It, p. 114</p>
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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
(A) use a resource such as a picture dictionary or digital resource to find words;	<i>These criteria are beyond the scope of this supplemental foundational skills program.</i>
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	<p>TEACHER'S EDITION Read Connected Text Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary. <i>For example:</i> If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? (TE p. 241)</p> <p>“The Big Bag”</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 25 <p>“The Plane Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 169 <p>“Let’s Go Camping”</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 241 <p>Read Connected Text Take-Home Book First Read (Read Together) <i>For example:</i> Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. (TE p. 102)</p> <p>“The Best Snack”</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 102 <p>“The Boat”</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 246 <p>“The Three Bears: A Retelling”</p> <ul style="list-style-type: none"> Unit 5, Lesson 27, TE p. 388
(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	<p>~~~~~ Words with Inflectional Ending -s ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Endings (-s, -ed, -ing)</p> <ul style="list-style-type: none"> Unit 5, Lesson 26, SE/TE p. 375
<i>continued</i>	<i>continued</i>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Words with Inflectional Ending -s (cont.) ~~~~~</p> <p><u>TEACHER'S EDITION</u> Sound-Spelling/Blending Word Study/Morphology: Inflectional Ending -s • Unit 1, Lesson 2, TE pp. 32, 34 Word Study/Morphology: Inflectional Endings (-s, -ed, -ing) • Unit 5, Lesson 26, TE pp. 376, 378 Teacher Table: Intervention Word Study/Morphology: Inflectional Ending -s • Unit 1, Lesson 2, TE p. 32 Word Study/Morphology: Inflectional Endings (-s, -ed, -ing) • Unit 5, Lesson 26, TE p. 376</p> <p style="text-align: center;">~~~~~ Words with Inflectional Ending -ed ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Inflectional Ending -ed • Unit 2, Lesson 9, SE/TE p. 131 Inflectional Ending -ing and -ed • Unit 3, Lesson 13, SE/TE p. 189 Inflectional Endings (-s, -ed, -ing) • Unit 5, Lesson 26, SE/TE p. 375</p> <p><u>TEACHER'S EDITION</u> Sound-Spelling/Blending Word Study/Morphology: Inflectional Ending -ed • Unit 2, Lesson 9, TE pp. 132, 134 Word Study/Morphology: Inflectional Ending -ing and -ed • Unit 3, Lesson 13, TE pp. 190, 192 Word Study/Morphology: Inflectional Endings (Review) • Unit 5, Lesson 26, TE pp. 376, 378 Teacher Table: Intervention Word Study/Morphology: Inflectional Ending -ed • Unit 2, Lesson 9, TE p. 132 Word Study/Morphology: Inflectional Ending -ing and -ed • Unit 3, Lesson 13, TE p. 190 Word Study/Morphology: Inflectional Endings (Review) • Unit 5, Lesson 26, TE p. 376</p> <p style="text-align: center;">~~~~~ Words with Inflectional Ending -ing (cont.) ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Inflectional Ending -ing • Unit 2, Lesson 10, SE/TE p. 145 Inflectional Ending -ing and -ed • Unit 3, Lesson 13, SE/TE p. 189</p> <p style="text-align: center;"><i>continued</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and</p>	<p style="text-align: center;"><i>continued</i></p> <p>~~~~~ Words with Inflectional Ending -ing (cont.) ~~~~~ Inflectional Endings (-s, -ed, -ing) • Unit 5, Lesson 26, SE/TE p. 375</p> <p>TEACHER'S EDITION Sound-Spelling/Blending Word Study/Morphology: Inflectional Ending -ing • Unit 2, Lesson 10, TE pp. 146, 148 Word Study/Morphology: Inflectional Ending -ing and -ed • Unit 3, Lesson 13, TE pp. 190, 192 Word Study/Morphology: Inflectional Endings (Review) • Unit 5, Lesson 26, TE pp. 376, 378</p> <p>Teacher Table: Intervention Word Study/Morphology: Inflectional Ending -ing • Unit 2, Lesson 10, TE p. 146 Word Study/Morphology: Inflectional Ending -ing and -ed • Unit 3, Lesson 13, TE p. 190 Word Study/Morphology: Inflectional Endings (Review) • Unit 5, Lesson 26, TE p. 376</p>
<p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p><i>These criteria are beyond the scope of this supplemental foundational skills program.</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Build Fluency Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 37 Unit 4, Lesson 15, SE/TE p. 211 Unit 5, Lesson 24, SE/TE p. 339 <p><u>TEACHER'S EDITION</u></p> <p>Read Connected Text Connected Text Have children point to each word as they chorally read the text aloud.</p> <p>Lesson 3: Short o "Bob's Job" <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 39 Lesson 15: Long a (ai, ay) "What Will I Paint?" <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 213 Lesson 24: Diphthong /ou/ (ou, ow) "Flowers All Around" <ul style="list-style-type: none"> Unit 5, Lesson 24, SE/TE p. 341 <p>Read Connected Text Take-Home Book <i>First Read (Read Together)</i> Have children point to each word as they chorally read the text aloud.</p> <p>Lesson 3: Short o "The Frog" <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 44 Lesson 15: Long a (ai, ay) "My Big Trip" <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 218 Lesson 24: Diphthong /ou/ (ou, ow) "The Parade Is in Town" <ul style="list-style-type: none"> Unit 5, Lesson 24, TE p. 346 <p>Take-Home Book <i>Second Read (Develop Fluency)</i> Have children whisper-read the book or read it to a partner.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 47 Unit 4, Lesson 15, TE p. 221 Unit 5, Lesson 24, TE p. 349 <p>Independent/Partner Work Build Fluency Have children reread Take-Home Books from previous weeks.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 40 Unit 4, Lesson 15, TE p. 214 Unit 5, Lesson 24, TE p. 342 <p style="text-align: right;"><i>continued</i></p> </p></p>

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\$110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 - EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Reread Connected Text Have children reread the lesson Connected Text.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 41 • Unit 4, Lesson 15, TE p. 215 • Unit 5, Lesson 24, TE p. 343 <p>Take-Home Book <i>Build Fluency</i> Have children reread stories in their Take-Home Book folders.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 49 • Unit 4, Lesson 15, TE p. 223 • Unit 5, Lesson 24, TE p. 351 <p>Home-School Connection <i>Build Fluency</i> Have children read their Take-Home Book with their families.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 43 • Unit 4, Lesson 15, TE p. 217 • Unit 5, Lesson 24, TE p. 345 <p>TE DIGITAL RESOURCES* Assessment Assessment Overview Formative Assessments • Fluency Assessment Guidance, p. 3 Formative Formative Assessments • Fluency Assessment Guidance Differentiation Supports Additional Routines Fluency Routines and Minilessons</p> <ul style="list-style-type: none"> • Lesson 2: Introduce the Repeated Reading Fluency Routine • Lesson 3: Model Fluency: Intonation (end punctuation) • Lesson 5: Choral Read • Lesson 11: Reader’s Theater • Lesson 13: Audiobook Modeling • Lesson 15: Echo Read/*Assess Fluency (wcpm) • Lesson 17: Oral Reading Model • Lesson 20: Repeated Readings • Lesson 29: 2-Minute Drills <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Units 1–6 Student and Family Resources/Instructional Resources Home Connection: Dear Family/Apreciada familia Read Connected Text Multiple readings of each Take-Home Book will give your child practice with the lesson skills.</p> <ul style="list-style-type: none"> • Unit 1 • Unit 4 • Unit 5 <p>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.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3: Short o • Unit 4, Lesson 15: Long a (ai, ay) • Unit 5, Lesson 24: Diphthong /ou/ (ou, ow) <p>Unit Speed Drill Build Fluency <i>For example:</i> <i>Guide children to read one-syllable words that contain short vowels with blends and digraphs to build fluency and determine skill deficits for small group instruction. This activity builds mastery of a set of words containing cumulative skills from Unit 2. The set of words is repeated multiple times in the 50-word grid. (Unit 2 Speed Drill)</i></p> <p>Lessons 1–30: Instructional Resources Take-Home Book Lesson Plan Directions 1. Say each word in the first two rows with your teacher. 2. Practice reading the words on your own. 3. Have a partner time you reading the words for one minute. Keep practicing to improve your speed.</p> <p>Before Reading <i>English-Learner Supports</i> Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read.</p> <p>After Reading <i>Fluency Plan</i> On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.</p> <p>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</p> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>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 <i>From Phonics to Reading</i>, 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.</p> <p>Lesson 3: Short o “Jump”</p> <ul style="list-style-type: none"> Decodable Text, pp. 11–12 Comprehension and Vocabulary, p. 13 <p>Lesson 15: Long a (ai, ay) “Snail Mail”</p> <ul style="list-style-type: none"> Decodable Text, pp. 59–60 Comprehension and Vocabulary, p. 61 <p>Lesson 24: Diphthong /ou/ (ou, ow) “Up and Down”</p> <ul style="list-style-type: none"> Decodable Text, pp. 95–96 Comprehension and Vocabulary, p. 97 <p>Fluency Practice Children read each sentence on their own, then read the sentences to a partner. The Progress Check includes a check box for up to five readings and questions to measure reading fluency.</p> <p>How was my reading? <i>Did I read each word correctly?</i> <i>Did I raise my voice at the end of a question?</i> <i>Did I read a sentence that ends with a period (.) the way I talk?</i> <i>Did I chunk longer sentences into smaller parts to read them better?</i></p> <ul style="list-style-type: none"> Fluency Practice 1–4, pp. 123–128 <p style="text-align: center;"><i>continued</i></p>

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