

From Phonics to Reading

Correlation to the Tennessee
English Language Arts Standards

Grade 1



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Foundational Literacy Standards

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FOUNDATIONAL LITERACY STANDARDS

Print Concepts – Standard 1

Cornerstone: Demonstrate understanding of the organization and basic features of print.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p>1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.</p>	<p>TEACHER'S EDITION</p> <p>Print Concepts</p> <p>Understanding How Sentences Work</p> <p>Use sentences from the lesson Take-Home Book to review proper sentence construction.</p> <p><i>For example:</i></p> <p><i>Point out that every sentence must begin with a capital letter and end with an end mark. Ask: What word should we capitalize in this sentence? (TE p. 17)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 17 <p><i>For example:</i></p> <p><i>Point out that a sentence must end with a punctuation mark. Ask: What end mark do we use for this sentence? Is the sentence telling us something? Or, is it asking a question? Review the names and use of periods and question marks. (TE p. 219)</i></p> <ul style="list-style-type: none"> • Unit 4, Lesson 15, TE p. 219 <p><i>For example:</i></p> <p><i>Point out the last sentence on page 4. Ask: What end mark is used in this sentence? Yes, an exclamation point. How does it help us read this sentence? Guide children to understand that an exclamation point helps to show strong feeling. (TE p. 333)</i></p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 333 <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Teacher's Guide to Print Concepts</p> <p>What Are Print Concepts?</p> <p>Supporting Instruction of Print Concepts</p> <p>Sentences</p> <p>Tell students that sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks.</p>
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FOUNDATIONAL LITERACY STANDARDS

Phonological Awareness – Standard 2

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>TEACHER'S EDITION Phonemic Awareness Distinguish Long and Short Vowel Sounds <i>For example:</i> <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)</i></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. 2171 <p>TE DIGITAL RESOURCES* 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"> • Medial sounds (long vowels), p. 3 • Medial sounds (short vowels), p. 3 <p>Professional Development Instructional Support by Wiley Blevins Phonological Awareness (video) Task Type 2: Oddity Tasks (categorization) Medial sounds (long vowels) Medial sounds (short vowels)</p>
<p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Introduction Learn and Blend/Blend It Children orally produce single-syllable words by blending sounds, including consonant blends. <i>For example:</i> I-Blends <i>Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:</i> <i>/b/ /l/ /o/ /k/ /k/ /l/ /o/ /k/ /k/ /l/ /u/ /b/ /g/ /l/ /a/ /d/ /s/ /l/ /e/ /d/ /s/ /l/ /i/ /p/ /t/ /l/ /o/ /p/ /p/ /l/ /a/ /n/</i> <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-spelling for I-blends in Learn and Blend. (TE p. 81)</i></p> <p>Lesson 1: Short a</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 9 <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 style="text-align: center;"><i>continued</i></p>

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FOUNDATIONAL LITERACY STANDARDS

Phonological Awareness – Standard 2

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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Overview Phonological Awareness Scope and Sequence Rationale Modeling the Tasks Oral Blending Routine (Sound by Sound) Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports. • Page 5</p> <p>Professional Development Instructional Guides Instructional Routines Booklet Routine 8: Phonemic Awareness: Oral Blending Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports. • Page 18</p> <p>Assessment Benchmark (PDF) Phonemic Awareness Assessment Part 7: Blending Phonemic Awareness Assessment: Individual Scoring Sheet Phonemic Awareness Assessment: Class Record Sheet</p>
<p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness Oral Segmentation Children isolate and pronounce initial, medial vowel, and final sounds as they segment spoken one-syllable words sound by sound. <i>For example:</i> <i>Say the following words, one at a time: see; each; keep; team; beach; east; keeps; clear; dreams. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 229)</i></p> <p>Lesson 9: Digraphs sh, th • Unit 2, Lesson 9, TE p. 127</p> <p>Lesson 16: Long e (ee, ea) • Unit 4, Lesson 16, TE p. 229</p> <p>Lesson 30: Long e (y, ey, ie) • Unit 6, Lesson 30, TE p. 429</p> <p style="text-align: center;"><i>continued</i></p>

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FOUNDATIONAL LITERACY STANDARDS

Phonological Awareness – Standard 2

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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TE DIGITAL RESOURCES*</u></p> <p>Overview</p> <p>Phonological Awareness Scope and Sequence Rationale</p> <p>Five Basic Types of Activities</p> <p>Activity Type 2: Oddity Tasks (phoneme categorization)</p> <ul style="list-style-type: none"> Beginning consonants Ending consonants Medial sounds (long vowels) Medial sounds (short vowels) <p>Modeling the Tasks</p> <p>Oral Segmentation Routine (Sound by Sound)</p> <p>Lesson includes Step 1: Introduce; Step 2 (I Do); Step 3 Guided Practice/Practice (We Do/You Do); Corrective Feedback; Connect to Spelling; and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Pages 6–7 <p>Professional Development</p> <p>High-Impact Routines by Wiley Blevins</p> <p>Phonological Awareness (video)</p> <p>Task Types</p> <p>Oddity Tasks (categorization)</p> <ul style="list-style-type: none"> Beginning consonants Ending consonants Medial sounds (long vowels) Medial sounds (short vowels) Media sounds (consonants) <p>Assessment</p> <p>Benchmark (PDF)</p> <p>Phonemic Awareness Assessment</p> <ul style="list-style-type: none"> Part 3: Initial Sounds Part 4: Final Sounds Part 5: Medial Sounds <p>Phonemic Awareness Assessment: Individual Scoring Sheet</p> <p>Phonemic Awareness Assessment: Class Record Sheet</p>
<p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <p>Oral Segmentation</p> <p>Children segment spoken single-syllable words.</p> <p><i>For example:</i></p> <p><i>Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: on; got; pop; job; pots; logs. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 41)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE pp. 41, 48 <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Phonological Awareness – Standard 2

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><i>continued</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE pp. 85, 92 • Unit 2, Lesson 9, TE pp. 127, 134 <p>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>Phonological Awareness Scope and Sequence Rationale Modeling the Tasks</p> <p>Oral Segmentation Routine (Sound by Sound) Lessons include Step 1: Introduce, Step 2 (I Do), Step 3 Guided Practice/Practice (We Do/You Do), Corrective Feedback, Connect to Spelling, and Multimodal and Multisensory Supports.</p> <ul style="list-style-type: none"> • Pages 6-7 <p>Professional Development</p> <p>Instructional Guides Instructional Routines Booklet</p> <p>Routine 9: Phonemic Awareness: Oral Segmentation Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback, Connect to Spelling, and Multimodal and Multisensory Supports; also Sample Teacher Talk for each step.</p> <ul style="list-style-type: none"> • Pages 19-20 <p>Assessment</p> <p>Benchmark (PDF)</p> <p>Phonemic Awareness Assessment Part 6: Segmentation</p> <p>Phonemic Awareness Assessment: Individual Scoring Sheet Phonemic Awareness Assessment: Class Record Sheet</p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Know the sound-spelling correspondence for common consonant digraphs.</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 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>Read Connected Text Connected Text/Interact with the Text</p> <p><i>For example:</i> <i>Directions: Mark the text.</i></p> <ol style="list-style-type: none"> Circle all the words with ch. Draw a box around the word with wh. (SE/TE p. 139) <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>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>Dictation Think and Write/Listen and Spell 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 Make New Words Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with 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>Read Connected Text Take-Home Book</p> <p>Lesson 9: Digraphs sh, th</p> <p>“The Big Wish”</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE pp. 129–130 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Know the sound-spelling correspondence for common consonant digraphs.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 10: Digraphs ch, tch, wh “Will We Win?” <ul style="list-style-type: none"> Unit 2, Lesson 10, SE/TE pp. 143–144 Lesson 11: Digraphs ng, nk “The King’s Song” <ul style="list-style-type: none"> Unit 2, Lesson 11, SE/TE pp. 157–158 Independent Practice Read and Write <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 Cumulative Review Build Fluency <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 Word Building Word Ladder <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 TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It Digraphs sh, th <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 123 Digraphs ch, tch, wh <ul style="list-style-type: none"> Unit 2, Lesson 10, TE p. 137 Digraphs ng, nk <ul style="list-style-type: none"> Unit 2, Lesson 11, TE p. 151 Word Sort Open Sort/Closed Sort/Check and Discuss <i>For example:</i> Closed Sort Tell children that they will now sort the words according to digraphs sh and th. Use Student Book, page 126. Model sorting the first word. Have children write the words in the correct column. Circulate and ask children why they are putting specific words into each column. When completed, have children read the completed word lists in each box. (TE p. 126) <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 126 Unit 2, Lesson 10, TE p. 140 Unit 2, Lesson 11, TE p. 154 Sound-Spelling/Blending Cumulative Quick Check <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 style="text-align: center;"><i>continued</i></p> </p>

FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Know the sound-spelling correspondence for common consonant digraphs.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>Teacher Table: Intervention</p> <p>Think and Write</p> <p><i>For example:</i> Repeat the Think and Write activity on Student Book, page 155 with children who struggle. • Use sound boxes and counters. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound. Have children repeat. Then write the words in their journals. • Then model how to connect each sound with a spelling. For example, ask: What is the first sound in ring? What spelling do we write for the /r/ sound? Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letter r. • Guide children to orally segment each remaining word, then replace each counter with a spelling. Continue with words such as: hung, long, junk, thank, skunk, stung. (TE p. 156)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 128 • Unit 2, Lesson 10, TE p. 142 • Unit 2, Lesson 11, TE p. 156 <p>Word Building</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 131 • Unit 2, Lesson 10, TE p. 145 • Unit 2, Lesson 11, TE p. 159 <p>Independent/Partner Work</p> <p>Spell Words</p> <p>Have children complete the Spell It activity for the lesson. Prompt each child to select five words for their partner to write. Have them use the words on the Student Book page to self-correct their work.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 130 • Unit 2, Lesson 10, TE p. 144 • Unit 2, Lesson 11, TE p. 158 <p>Dictation</p> <p>Listen and Spell</p> <p><i>For example:</i> Some children might have difficulty distinguishing between /sh/ and /ch/ and misspell words with digraph sh. Give them additional practice sorting, reading, and building words with sh. Teach children a small set of high-utility words (e.g., ship, cash, dish). Have them write the words in their journals. (TE p. 133)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 133 • Unit 2, Lesson 10, TE p. 147 • Unit 2, Lesson 11, TE p. 161 <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 style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Know the sound-spelling correspondence for common consonant digraphs.</p>	<p><i>continued</i></p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 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*</p> <p>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 (ng, nk) “The King’s Song” Take-Home Book and Lesson Plan</p> <p>CONSONANT DIGRAPHS • Level A (sh, th) “Beth’s Wish” 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>Sound Wall Consonant Wall Articulation Videos & Consonant Sound Cards Consonant Wall • Nasals (/ng) • Fricatives (/th/, sh/) • Affricatives (/ch/) Phoneme/Grapheme Cards Grapheme Wall Grapheme Wall • Digraphs Phoneme/Grapheme Cards</p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Decode regularly spelled one-syllable words.</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 In each lesson, children learn and apply a phonics skill to decode several regularly spelled one-syllable words in isolation.</p> <p>I-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 81 <p>r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 297 <p>Long e (y, ey, ie)</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 425 <p>Read Connected Text Connected Text/Interact with the Text Children decode regularly spelled one-syllable words in connected text.</p> <p>Lesson 6: I-Blends “The Plan for the Play”</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 83 <p>Lesson 21: r-Controlled er, ir, ur “How to Make a Sandcastle”</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 299 <p>Lesson 30: Long e (y, ey, ie) “How to Have Fun at the Zoo”</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE p. 427 <p>Read Connected Text Take-Home Book Children decode regularly spelled one-syllable words in connected text.</p> <p>Lesson 6: I-Blends “What Are These Things?”</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE pp. 87–88 <p>Lesson 21: r-Controlled er, ir, ur “Pam Gets Hurt”</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 299 <p>Lesson 30: Long e (y, ey, ie) “My Super Silly Story”</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, SE/TE pp. 431–432 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 90 Unit 5, Lesson 21, SE/TE p. 306 Unit 6, Lesson 30, SE/TE p. 434 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 91 Unit 5, Lesson 21, SE/TE p. 307 Unit 6, Lesson 30, SE/TE p. 435 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TEACHER’S EDITION</u></p> <p><i>Introduce Sound-Spelling</i> Learn and Blend/Blend It</p> <p>I-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 81 <p>r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 297 <p>Long e (y, ey, ie)</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 425 <p><u>TE DIGITAL RESOURCES*</u></p> <p><i>Overview</i> Decodable Text Word Analysis Level A Decodable Text Word Analysis</p> <p><i>Professional Development</i> High-Impact Routines by Wiley Blevins High-Impact Routine: Decodable Texts (video)</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p><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.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 6: I-Blends “Things on My Block”</p> <ul style="list-style-type: none"> Lesson 6, pp. 23–24 <p>Lesson 21: r-Controlled er, ir, ur “The Birds”</p> <ul style="list-style-type: none"> Lesson 21, pp. 83–84 <p>Lesson 30: Long e (y, ey, ie) “The Little Red Hen”</p> <ul style="list-style-type: none"> Lesson 30, pp. 119–120 <p style="text-align: center;"><i>continued</i></p>

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Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>b. Decode regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>BLEND/L-BLENDS</p> <ul style="list-style-type: none"> Level A <p>“What Are These Things?” Take-Home Book and Lesson Plan</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED Ū</p> <ul style="list-style-type: none"> Level A <p>“Pam Gets Hurt” Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level A (y, ey, ie) <p>“The Little Red Hen” Take-Home Book and Lesson Plan</p>
<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Final e ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Introduction</i> Learn and Blend/Blend It</p> <p>Lesson 12: Final e (a_e, i_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 167 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 181 <p><i>Read Connected Text</i> Connected Text/Interact with the Text</p> <p>Lesson 12: Final e (a_e, i_e)</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><i>Word Sort</i> Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 170 Unit 3, Lesson 13, SE/TE p. 184 <p><i>Dictation</i> Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE p. 171/TE pp. 171-172 Unit 3, Lesson 13, SE p. 185/TE pp. 185-186 <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Final e (cont.) ~~~~~</p> <p>Word Building Make New Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 172 Unit 3, Lesson 13, SE/TE p. 186 <p>Read Connected Text Take-Home Book Lesson 12: Final e (a_e, i_e) “The Big Race”</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE pp. 173-174 <p>Lesson 13: Final e (o_e, u_e, e_e) “Let’s Bake a Cake!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE pp. 187-188 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 176 Unit 3, Lesson 13, SE/TE p. 190 Unit 4, Lesson 15, SE/TE p. 220 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 177 Unit 3, Lesson 13, SE/TE p. 191 Unit 4, Lesson 15, SE/TE p. 221 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 178 Unit 3, Lesson 13, SE/TE p. 192 Unit 4, Lesson 15, SE/TE p. 222 <p>TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Lesson 12: Final e (a_e, i_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE p. 167 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 181 <p>Word Sort 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 vowel and final e work together to make a long vowel sound (the vowel says its name), and the final e is silent. This is a different kind of vowel team because the vowels are not side-by-side in the word. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading final e words. (TE p. 170)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE p. 170 Unit 3, Lesson 13, TE p. 184 <p style="text-align: center;"><i>continued</i></p>
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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Final e (cont.) ~~~~~</p> <p>Sound-Spelling/Blending Cumulative Quick Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE pp. 171, 173, 176, 178 Unit 3, Lesson 13, TE pp. 185, 187, 190, 192 <p>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.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 12: Final e (a_e, i_e) “Ice Is Nice!” • Lesson 12, pp. 47–48</p> <p>Lesson 13: Final e (o_e, u_e, e_e) “Pete’s Note” • Lesson 13, pp. 51–52</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>LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> Level A (a_e, i_e) “Ice Is Nice” Take-Home Book and Lesson Plan <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level A (ee, ea) “The Seaside” Take-Home Book and Lesson Plan <p>Sound Wall Beginning with the Sound Wall cards, teachers introduce the phoneme skill. The articulation videos reinforce the pronunciation of the sounds and formation of the mouth.</p> <p>Vowel Valley Grapheme Wall Long Vowels</p> <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Common Vowel Teams ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction</p> <p>Learn and Blend/Blend It</p> <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 211 <p>Lesson 16: Long e (ee, ea)</p> <ul style="list-style-type: none"> Unit 4, Lesson 16, SE/TE p. 225 <p>Lesson 18: Long i (y, igh)</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 253 <p>Read Connected Text</p> <p>Connected Text/Interact with the Text</p> <p>Lesson 15: Long a (ai, ay)</p> <p>“What Will I Paint?”</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 213 <p>Lesson 16: Long e (ee, ea)</p> <p>“Good Deeds”</p> <ul style="list-style-type: none"> Unit 4, Lesson 16, SE/TE p. 227 <p>Lesson 18: Long i (y, igh)</p> <p>“How to Grow a Bean Plant”</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE p. 255 <p>Word Sort</p> <p>Sort It Out</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 214 Unit 4, Lesson 16, SE/TE p. 228 Unit 4, Lesson 18, SE/TE p. 256 <p>Dictation</p> <p>Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE p. 215/TE pp. 215–216 Unit 4, Lesson 16, SE p. 229/TE pp. 229–230 Unit 4, Lesson 18, SE p. 257/TE pp. 257–258 <p>Word Building</p> <p>Make New Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 216 Unit 4, Lesson 16, SE/TE p. 230 Unit 4, Lesson 18, SE/TE p. 258 <p>Read Connected Text</p> <p>Take-Home Book</p> <p>Lesson 15: Long a (ai, ay)</p> <p>“My Big Trip”</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE pp. 217–218 <p>Lesson 16: Long e (ee, ea)</p> <p>“The Seaside”</p> <ul style="list-style-type: none"> Unit 4, Lesson 16, SE/TE pp. 231–232 <p>Lesson 18: Long i (y, igh)</p> <p>“The Night Sky”</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, SE/TE pp. 259–260 <p style="text-align: right;"><i>continued</i></p>
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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Common Vowel Teams (cont.) ~~~~~</p> <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 220 Unit 4, Lesson 16, SE/TE p. 234 Unit 4, Lesson 18, SE/TE p. 262 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 221 Unit 4, Lesson 16, SE/TE p. 235 Unit 4, Lesson 18, SE/TE p. 263 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 222 Unit 4, Lesson 16, SE/TE p. 236 Unit 4, Lesson 18, SE/TE p. 264 <p><u>TEACHER'S EDITION</u> Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 211 <p>Lesson 16: Long e (ee, ea)</p> <ul style="list-style-type: none"> Unit 4, Lesson 16, TE p. 225 <p>Lesson 18: Long i (y, igh)</p> <ul style="list-style-type: none"> Unit 4, Lesson 18, TE p. 253 <p>Word Sort 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 ai spelling for long a never appears at the end of a word. Have children record their new learning on the page. Point out that this word awareness will help them in spelling and reading long a words. (TE p. 214)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 214 Unit 4, Lesson 16, TE p. 228 Unit 4, Lesson 18, TE p. 256 <p>Sound-Spelling/Blending Cumulative Quick Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE pp. 215, 217, 220, 222 Unit 4, Lesson 16, TE pp. 229, 231, 234, 236 Unit 4, Lesson 18, TE pp. 257, 259, 262, 264 <p><u>FLUENCY BOOSTER PRACTICE BOOK</u> Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book</p> <p style="text-align: right;"><i>continued</i></p>
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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>~~~~~ Common Vowel Teams (cont.) ~~~~~</p> <p>is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 15: Long a (ai, ay) “Snail Mail” • Lesson 15, pp. 59–60</p> <p>Lesson 16: Long e (ee, ea) “In the Sea” • Lesson 16, pp. 63–64</p> <p>Lesson 18: Long i (y, igh) “The Flies” • Lesson 18, pp. 71–72</p> <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/LONG A • Level A (ai, ay) “My Big Trip” Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG E • Level A (ee, ea) “The Seaside” Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG I • Level A (y, igh) “The Night Sky” Take-Home Book and Lesson Plan</p> <p>Sound Wall</p> <p>Beginning with the Sound Wall cards, teachers introduce the phoneme skill. The articulation videos reinforce the pronunciation of the sounds and formation of the mouth.</p> <p>Grapheme Wall Long Vowels</p> <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ r-Controlled Vowels ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It</p> <p>Lesson 20: r-Controlled /är/ (ar)</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 283 <p>Lesson 21: r-Controlled /ür/ (er, ir, ur)</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 297 <p>Lesson 22: r-Controlled /ôr/ (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>Lesson 20: r-Controlled /är/ (ar)</p> <p>“Art Day”</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 285 <p>Lesson 21: r-Controlled /ür/ (er, ir, ur)</p> <p>“How to Make a Sandcastle”</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE p. 299 <p>Lesson 22: r-Controlled /ôr/ (or, ore, oar)</p> <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, TE p. 286 Unit 5, Lesson 21, TE p. 300 Unit 5, Lesson 22, TE p. 314 <p>Dictation Think and Write/Listen and Spell</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>Read Connected Text Take-Home Book</p> <p>Lesson 20: r-Controlled ar</p> <p>“On the Farm”</p> <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE pp. 289–290 <p>Lesson 21: r-Controlled /ür/ (er, ir, ur)</p> <p>“Pam Gets Hurt”</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, SE/TE pp. 303–304 <p style="text-align: right;"><i>continued</i></p>
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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>~~~~~ r-Controlled Vowels (cont.) ~~~~~</p> <p>Lesson 22: r-Controlled /ôr/ (or, ore, oar) “Stores at the Mall” <ul style="list-style-type: none"> Unit 5, Lesson 22, SE/TE pp. 317–318 Independent Practice Read and Write <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 Cumulative Review Build Fluency <ul style="list-style-type: none"> Unit 5, Lesson 20, SE/TE p. 293 Unit 5, Lesson 21, SE/TE p. 307 Unit 5, Lesson 22, SE/TE p. 321 Word Building Word Ladder <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 TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It Lesson 20: r-Controlled /är/ (ar) <ul style="list-style-type: none"> Unit 5, Lesson 20, TE p. 283 Lesson 21: r-Controlled /ür/ (er, ir, ur) <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 297 Lesson 22: r-Controlled /ôr/ (or, ore, oar) <ul style="list-style-type: none"> Unit 5, Lesson 22, TE p. 311 Word Sort Open Sort/Closed Sort/Check and Discuss <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 words have r-controlled vowels when a vowel is followed by the letter <i>r</i>. The <i>r</i> changes the vowel sound, and the vowel is neither long nor short. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading words with r-controlled vowel sound /är/. (TE p. 286) <ul style="list-style-type: none"> Unit 5, Lesson 20, TE p. 286 Unit 5, Lesson 21, TE p. 300 Unit 5, Lesson 22, TE p. 314 Sound-Spelling/Blending Cumulative Quick Check <ul style="list-style-type: none"> Unit 5, Lesson 20, TE pp. 287, 289, 292, 294 Unit 5, Lesson 21, TE pp. 301, 303, 306, 308 Unit 5, Lesson 22, TE pp. 315, 317, 320, 322 <p style="text-align: center;"><i>continued</i></p> </p>

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Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ r-Controlled Vowels (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.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 20: r-Controlled ar “Star Art” • Lesson 20, pp. 79–80</p> <p>Lesson 21: r-Controlled er, ir, ur “The Birds” • Lesson 21, pp. 83–84</p> <p>Lesson 22: r-Controlled or, ore, oar “Storm” • Lesson 22, pp. 87–88</p> <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 • Level A (a_e, i_e) “Ice Is Nice” Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG E • Level A (ee, ea) “The Seaside” Take-Home Book and Lesson Plan</p> <p>Sound Wall</p> <p>Beginning with the Sound Wall cards, teachers introduce the phoneme skill. The articulation videos reinforce the pronunciation of the sounds and formation of the mouth.</p> <p>Vowel Valley r-Controlled Vowels Grapheme Wall r-Controlled Vowels</p> <p style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

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<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Know the final –e and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Vowels (cont.) ~~~~~</p> <p>See also</p> <p>TE DIGITAL RESOURCES*</p> <p>Differentiation Supports Syllable Types Student Resources/Instructional Resources</p> <p>Syllable Types Word Study/Morphology Final e Syllables Vowel Team Syllables r-Controlled Vowel Syllables</p>
<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER'S EDITION</p> <p>Phonemic Awareness Categorize Sounds</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 87 Unit 2, Lesson 8, TE p. 115 Unit 5, Lesson 20, TE p. 289 <p>High-Frequency Words Read-Spell-Write</p> <p><i>For example:</i> <i>Say:</i> The word <i>number</i> is spelled <i>n-u-m-b-e-r</i>. Spell it with me: <i>n-u-m-b-e-r</i>. What is the vowel sound in the first syllable of <i>number</i>? What letter do we write for this sound? (TE p. 412)</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, TE p. 268 Unit 6, Lesson 29, TE p. 412 Unit 6, Lesson 30, TE p. 426 <p>Word Study/Morphology Transition to Longer Words Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.</p> <p><i>For example:</i> <i>Write the word bunny. Guide children to identify bun as the first syllable and ny, as the second syllable: bun/ny. Point out the long e sound in the syllable ny. Have children blend the syllables to read the word. Next write the word turkey. Divide the word into syllables: tur/key. Point out the r-controlled vowel sound in the first syllable and the long e sound in key, the second syllable. (TE p. 433)</i></p> <ul style="list-style-type: none"> Unit 5, Lesson 25, TE p. 361 Unit 5, Lesson 27, TE p. 389 Unit 6, Lesson 30, TE p. 433 <p>TE DIGITAL RESOURCES*</p> <p>Professional Development Instructional Support by Wiley Blevins Multisyllabic Words (video)</p> <p style="text-align: center;"><i>continued</i></p>

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<p><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><i>continued</i></p> <p>Differentiation Supports Syllable Types Student Resources/Instructional Resources</p> <p>Syllable Types Word Study/Morphology Closed Syllables Consonant + le Syllables Final e Syllables Open Syllables Vowel Team Syllables r-Controlled Vowel Syllables</p> <p>Assessment Benchmark PDF Benchmark Assessments Comprehensive Phonics Survey: Nonsense Word Reading E. Word Study (Multisyllabic Words)</p> <p><i>Related content (syllables in a spoken word)</i></p> <p>Phonemic Awareness Phonemic Manipulation: Delete Syllables Children clap the number syllables in a spoken word.</p> <ul style="list-style-type: none"> Unit 5, Lesson 25, TE p. 359 Unit 5, Lesson 26, TE p. 373 Unit 5, Lesson 27, TE p. 387 <p>Phonemic Manipulation: Delete and Add Syllables Children clap the number syllables in a spoken word.</p> <ul style="list-style-type: none"> Unit 6, Lesson 28, TE p. 403 Unit 6, Lesson 29, TE p. 417 Unit 6, Lesson 30, TE p. 431 <p>TE DIGITAL RESOURCES*</p> <p>Overview Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities Activity Type 4: Oral Segmentation (including counting sounds)</p> <p>Professional Development Instructional Guides Instructional Routines Booklet Routine 9: Phonemic Awareness: Oral Segmentation Connect to Spelling/Multimodal and Multisensory Supports <i>For example:</i> <i>When segmenting by syllables, teach students the “chin drop” technique. Have them place their hand underneath their chin and count the number of chin drops (vowel sounds) as they say the word. Remind students that each syllable has one vowel sound. (p. 20)</i></p> <ul style="list-style-type: none"> Pages 19–20
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

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<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction Learn and Blend/Blend It <i>Challenge</i> Children decode two-syllable words by breaking the words into syllables following basic patterns.</p> <p>Lesson 16: Long e (ee, ea) • Unit 4, Lesson 16, SE/TE p. 225</p> <p>Lesson 20: r-Controlled /är/ • Unit 5, Lesson 20, SE/TE p. 283</p> <p>•</p> <p>Diphthong /oi/ • Unit 5, Lesson 25, SE/TE p. 353</p> <p>TEACHER'S EDITION</p> <p>Word Study/Morphology Children decode two-syllable words by breaking the words into syllables. <i>For example:</i> <i>Write the compound word birdbath. Ask: How do we divide this word into syllables? Guide children to identify the r-controlled vowel sound in bird and the short a sound in bath. Draw a line between the two syllables: bird/bath. Have children blend the syllables to read the word. (TE p. 305)</i></p> <p>Word Study/Morphology: Transition to Longer Words • Unit 5, Lesson 20, TE p. 291</p> <p>Word Study/Morphology: Transition to Longer Words • Unit 5, Lesson 21, TE p. 305</p> <p>Word Study/Morphology: Transition to Longer Words • Unit 6, Lesson 28, TE p. 405</p> <p>Sound-Spelling/Blending <i>For example:</i> <i>Write the word little. Have children examine the word. Work with them to recall some of the "rules" they learned for breaking words into syllables. Then have them read the word. Repeat with the words rabbit, purple, ended, and mildest. (TE p. 406)</i></p> <p>Word Study/Morphology: Transition to Longer Words • Unit 5, Lesson 20, TE p. 292</p> <p>Word Study/Morphology: Transition to Longer Words • Unit 5, Lesson 21, TE p. 306</p> <p>Word Study/Morphology: Transition to Longer Words • Unit 6, Lesson 28, TE p. 406</p> <p>Teacher Table: Intervention <i>For example:</i> <i>Repeat the multisyllabic words activity with children who struggled. Remind children that every syllable has only one vowel sound. Then have them examine the parts of the word and use the vowel sound in each to help read the word. (TE p. 292)</i></p> <p>Word Study/Morphology: Transition to Longer Words • Unit 5, Lesson 20, TE p. 292</p> <p>Word Study/Morphology: Transition to Longer Words • Unit 5, Lesson 21, TE p. 306</p> <p>Word Study/Morphology: Transition to Longer Words • Unit 6, Lesson 28, TE p. 406</p>
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FOUNDATIONAL LITERACY STANDARDS

Phonics and Word Recognition – Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>f. Read words with inflectional endings.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology <i>For example:</i> <i>Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)</i></p> <p>Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 189 <p><u>TEACHER'S EDITION</u> Sound-Spelling/Blending <i>For example:</i> <i>Write the word dips and have children read it. Ask: What word do you see in dips? If they need help, guide them in separating dip from the -s ending. Repeat with the words fits, rips, wags. (TE p. 32)</i></p> <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 32 <p>Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 132 <p>Word Study/Morphology: Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 190 <p>Teacher Table: Intervention <i>For example:</i> <i>Repeat the inflectional ending activity with children who struggled. Write each word on an index card and have children read the words. Have them identify the base word in each one. Then guide children to use each word with -ed in a sentence. (TE p. 132)</i></p> <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 32 <p>Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 132 <p>Word Study/Morphology: Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 190
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<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> High-Frequency Words Read-Spell-Write</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 82 Unit 4, Lesson 15, SE/TE p. 212 Unit 5, Lesson 24, SE/TE p. 340 <p><u>TEACHER'S EDITION</u> 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 style="text-align: center;"><i>continued</i></p>
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Phonics and Word Recognition – Standard 3

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TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <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</p> <p>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>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Professional Development</p> <p>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</p> <p>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 High-Frequency Word Assessments High-Frequency Word Administration & Analyses</p> <p>Differentiation Supports</p> <p>Additional Routines Teacher’s Guide to High-Frequency Words What Are High-Frequency Words? Supporting Instruction of High-Frequency Words Use the Read/Spell/Write/Extend Routine Use Flashcards Build a Log of Cumulative Sentences Play <i>What’s Missing?</i> Play <i>Mix and Fix It</i></p>

FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

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<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Consonant Digraphs ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It 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>Read Connected Text Connected Text/Interact with the Text <i>For example:</i> <i>Directions: Mark the text.</i> 1. Circle all the words with ch. 2. Draw a box around the word with wh. (SE/TE p. 139)</p> <p>Lesson 9: Digraphs sh, th “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 “Our Dog Butch”</p> <ul style="list-style-type: none"> Unit 2, Lesson 10, SE/TE p. 139 <p>Lesson 11: Digraphs ng, nk “The Rink”</p> <ul style="list-style-type: none"> Unit 2, Lesson 11, SE/TE p. 153 <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>Dictation Think and Write/Listen and Spell 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 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 9, SE/TE p. 128 Unit 2, Lesson 10, SE/TE p. 142 Unit 2, Lesson 11, SE/TE p. 156 <p style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

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<p><i>continued</i></p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Consonant Digraphs (cont.) ~~~~~</p> <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 Review Build Fluency Children complete each sentence using at least one word with the lesson skill.</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 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>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>Teacher Table: Assessment Extend the Assessment Check on children's growing ability to spell this week's high-frequency words and words with digraphs.</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 136 Unit 2, Lesson 10, TE p. 150 Unit 2, Lesson 11, TE p. 164 <p>~~~~~ Double Letters ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Double Final Consonants (-ll, -ss, -zz)</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, SE/TE p. 45 <p>Double Final Consonants (-dd, -ll, -zz)</p> <ul style="list-style-type: none"> Unit 1, Lesson 4, SE/TE p. 59 <p style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Consonant Blends ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction</p> <p>Learn and Blend/Blend It</p> <p>Lesson 6: l-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 81 <p>Lesson 7: s-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 95 <p>Lesson 8: r-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, SE/TE p. 109 <p>Read Connected Text</p> <p>Connected Text/Interact with the Text</p> <p><i>For example:</i></p> <p><i>Directions: Mark the text.</i></p> <ol style="list-style-type: none"> Circle all the words with l-blend spellings. Draw a box around the words that rhyme with can. (SE/TE p. 83) <p>Lesson 6: l-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 7: s-Blends</p> <p>“Skip, Stomp, and Spin”</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, SE/TE p. 97 <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>Word Sort</p> <p>Sort It Out</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 84 Unit 2, Lesson 7, SE/TE p. 98 Unit 2, Lesson 8, SE/TE p. 112 <p>Dictation</p> <p>Think and Write/Listen and Spell</p> <p>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 7, SE p. 99/TE pp. 99-100 Unit 2, Lesson 8, SE p. 113/TE pp. 113-114 <p>Word Building</p> <p>Make New Words</p> <p>Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with consonant blends.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 86 Unit 2, Lesson 7, SE/TE p. 100 Unit 2, Lesson 8, SE/TE p. 114 <p style="text-align: right;"><i>continued</i></p>
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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p><i>continued</i></p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p>	<p><i>continued</i></p> <p>~~~~~ Consonant Blends (cont.) ~~~~~</p> <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 90 Unit 2, Lesson 7, SE/TE p. 104 Unit 2, Lesson 8, SE/TE p. 118 <p>Cumulative Review Build Fluency Children complete each sentence using at least one word with the lesson skill.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 91 Unit 2, Lesson 7, SE/TE p. 105 Unit 2, Lesson 8, SE/TE p. 119 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 92 Unit 2, Lesson 7, SE/TE p. 105 Unit 2, Lesson 8, SE/TE p. 119 <p>TEACHER'S EDITION Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Lesson 6: I-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 81 <p>Lesson 7: s-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 95 <p>Lesson 8: r-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 8, TE p. 109 <p>Sound-Spelling/Blending Cumulative Quick Check</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE pp. 85, 87, 90, 92 Unit 2, Lesson 7, TE pp. 99, 101, 104, 106 Unit 2, Lesson 8, TE pp. 113, 115, 118, 120 <p>Teacher Table: Assessment Extend the Assessment Check on children's growing ability to spell this week's high-frequency words and words with consonant blends.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 94 Unit 2, Lesson 7, TE p. 108 Unit 2, Lesson 8, TE p. 122
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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice <i>Spell It</i></p> <p>Lesson 12: Final e (a_e, i_e) • Unit 3, Lesson 12, SE/TE p. 167</p> <p>Lesson 15: Long a (ai, ay) • Unit 4, Lesson 15, SE/TE p. 211</p> <p>Lesson 16: Long e (ee, ea) • Unit 4, Lesson 16, SE/TE p. 225</p> <p>Lesson 21: r-Controlled er, ir, ur • Unit 5, Lesson 21, SE/TE p. 297</p> <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 170 • Unit 4, Lesson 15, SE/TE p. 214 • Unit 4, Lesson 16, SE/TE p. 228 • Unit 5, Lesson 21, SE/TE p. 300 <p>Dictation Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE p. 171/TE pp. 171-172 • Unit 4, Lesson 15, SE p. 215/TE pp. 215-216 • Unit 4, Lesson 16, SE p. 229/TE pp. 229-230 • Unit 5, Lesson 21, SE p. 301/TE pp. 301-302 <p>Word Building Make New Words</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 172 • Unit 4, Lesson 15, SE/TE p. 216 • Unit 4, Lesson 16, SE/TE p. 230 • Unit 5, Lesson 21, SE/TE p. 302 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 176 • Unit 4, Lesson 15, SE/TE p. 220 • Unit 4, Lesson 16, SE/TE p. 234 • Unit 5, Lesson 21, SE/TE p. 306 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 177 • Unit 4, Lesson 15, SE/TE p. 221 • Unit 4, Lesson 16, SE/TE p. 235 • Unit 5, Lesson 21, SE/TE p. 307 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 178 • Unit 4, Lesson 15, SE/TE p. 222 • Unit 4, Lesson 16, SE/TE p. 236 • Unit 5, Lesson 21, SE/TE p. 308 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Lesson 12: Final e (a_e, i_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE p. 167 <p>Lesson 15: Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 211 <p>Lesson 16: Long e (ee, ea)</p> <ul style="list-style-type: none"> Unit 4, Lesson 16, TE p. 225 <p>Lesson 21: r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 297 <p>Sound-Spelling/Blending Cumulative Quick Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE pp. 171, 173, 176, 178 Unit 4, Lesson 15, TE pp. 215, 217, 220, 222 Unit 4, Lesson 16, TE pp. 229, 231, 234, 236 Unit 5, Lesson 21, TE pp. 301, 303, 306, 308 <p>TE DIGITAL RESOURCES* Professional Development Instructional Guides Spelling Instructional Guide</p> <p>Differentiation Supports Syllable Types Student Resources/Instructional Resources Word Study/Morphology Closed Syllables Consonant + le Syllables Final e Syllables Open Syllables Vowel Team Syllables r-Controlled Vowel Syllables</p>
<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>c. Spell words with inflectional endings.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology</p> <p><i>For example:</i> <i>Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)</i></p> <p>Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 189 <p style="text-align: center;"><i>continued</i></p>

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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>c. Spell words with inflectional endings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION Sound-Spelling/Blending Word Study/Morphology Inflectional Ending -s • Unit 1, Lesson 2, TE p. 32 Inflectional Ending -ed • Unit 2, Lesson 9, TE p. 132 Inflectional Endings -ing and -ed • Unit 3, Lesson 13, TE p. 190 Teacher Table: Intervention Word Study/Morphology Inflectional Ending -s • Unit 1, Lesson 2, TE p. 32 Inflectional Ending -ed • Unit 2, Lesson 9, TE p. 132 Inflectional Endings -ing and -ed • Unit 3, Lesson 13, TE p. 190</p>
<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study/Morphology Suffixes (-ly, -y) • Unit 5, Lesson 23, SE/TE p. 333 TEACHER'S EDITION Sound-Spelling/Blending Word Study/Morphology: Suffixes (-ly, -y) • Unit 5, Lesson 23, TE pp. 334, 336 Teacher Table: Intervention Word Study/Morphology: Suffixes (-ly, -y) • Unit 5, Lesson 23, TE p. 334</p>
<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Dictation Think and Write/Listen and Spell Children connect each sound to a spelling. • Unit 2, Lesson 9, SE p. 127/TE pp. 127-128, 133 • Unit 2, Lesson 10, SE p. 141/TE pp. 141-142, 147 • Unit 2, Lesson 11, SE p. 155/TE pp. 155-156, 161 Word Building Make New Words Children spell words based on phonemic awareness, following a spelling pattern. • Unit 2, Lesson 9, SE/TE p. 128 • Unit 2, Lesson 10, SE/TE p. 142 • Unit 2, Lesson 11, SE/TE p. 156 <i>continued</i></p>

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FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION Learning Center Spelling with Digraphs • Unit 2, Lesson 9, SE/TE p. 124 Spelling with r-Controlled Vowels • Unit 5, Lesson 20, SE/TE p. 284 Spelling with Long Vowels • Unit 6, Lesson 29, SE/TE p. 412</p>
<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>f. Write many common, frequently used words and some irregular words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION High-Frequency Words Read-Spell-Write Children write each word two times as they spell it aloud. • Unit 4, Lesson 19, TE p. 268 • Unit 6, Lesson 29, TE p. 412 • Unit 6, Lesson 30, TE p. 426</p> <p>TEACHER'S EDITION High-Frequency Words Use in Context Children complete each sentence with a word presented in the Read-Spell-Write section of the activity. <i>For example:</i> <i>Guide children to complete Use in Context. When completed, have children read their sentences to a partner. Circulate and listen in. To build fluency, have children record these sentences in their journals and practice reading these and all previous sentences independently and with a partner. (TE p. 431)</i> • Unit 4, Lesson 19, TE p. 273 • Unit 6, Lesson 29, TE p. 417 • Unit 6, Lesson 30, TE p. 431</p> <p>TE DIGITAL RESOURCES* Overview High-Frequency Words Irregular High-Frequency Words Decodable Text Word Analyses Level A Decodable Text Word Analyses Listed are high-frequency words and the cumulative high-frequency words for every Level A decodable text.</p> <p>Professional Development Instructional Guides Instructional Routines Booklet • Routine 2: High-Frequency Words, p. 4 • Routine 2: Teacher Alerts and Principal Look-Fors, p. 5 • Routine 2: High-Frequency Words Program Sample, p. 5</p> <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Word Composition – Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>f. Write many common, frequently used words and some irregular words.</p>	<p style="text-align: center;"><i>continued</i></p> <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 High-Frequency Word Assessments High-Frequency Word Administration & Analyses</p> <p>Differentiation Supports Additional Routines Teacher’s Guide to High-Frequency Words What Are High-Frequency Words? Supporting Instruction of High-Frequency Words Use the Read/Spell/Write/Extend Routine Use Flashcards Build a Log of Cumulative Sentences Play <i>What’s Missing?</i> Play <i>Mix and Fix It</i></p>
<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>g. Print all upper and lowercase letters.</p>	<p>TE DIGITAL RESOURCES*</p> <p>Assessment Assessment Overview Formative Assessments</p> <ul style="list-style-type: none"> • Letter Formation Assessment, p. 2 <p>Formative Assessments Letter Formation Assessment</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

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Read Connected Text Connected Text/Interact with the Text Lesson 1: Short a "My Cat" • Unit 1, Lesson 1, SE/TE p. 11 Lesson 10: Digraphs ch, tch, wh "Our Dog Butch" • Unit 2, Lesson 10, SE/TE p. 139 Lesson 27: r-Controlled are, air, ear "Fran and Jan" • Unit 5, Lesson 27, SE/TE p. 383</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 10: Digraphs ch, tch, wh "Will We Win?" • Unit 2, Lesson 10, SE/TE pp. 143-144 Lesson 27: r-Controlled are, air, ear "The Three Bears: A Retelling" • Unit 5, Lesson 27, SE/TE pp. 387-388</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u> Lessons 1-30 Decodable Text Lesson 1: Short a "I Like" • Take-Home Book, pp. 3-4 • Comprehension and Vocabulary, p. 5 • Writing, p. 6 Lesson 10: Digraphs ch, tch, wh "What Is for Lunch?" • Take-Home Book, pp. 39-40 • Comprehension and Vocabulary, p. 41 • Writing, p. 42 Lesson 27: r-Controlled are, air, ear "What a Pair!" • Take-Home Book, pp. 107-108 • Comprehension and Vocabulary, p. 109 • Writing, p. 110</p> <p><u>TE DIGITAL RESOURCES*</u> Units 1-6 Lessons 1-30: Instructional Resources: Take-Home Book Lesson Plan Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p>
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FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 1, Lesson 1: Short a “What Do We Like?” Lesson Plan Unit 2, Lesson 10: Digraphs ch, tch, wh “Will We Win?” Lesson Plan Unit 5, Lesson 27: r-Controlled are, air, ear “The Three Bears: A Retelling” Lesson Plan</p> <p>FLUENCY BOOSTER TEACHER’S COMPONENT* Lessons 1–30 Decodable Text Lesson Plan Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson 1: Short a “I Like” Lesson 10: Digraphs ch, tch, wh “What Is for Lunch?” Lesson 27: r-Controlled are, air, ear “What a Pair!”</p>
<p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION 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>TEACHER’S EDITION 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” • Unit 1, Lesson 3, TE p. 39</p> <p>Lesson 15: Long a (ai, ay) “What Will I Paint?” • Unit 4, Lesson 15, TE p. 213</p> <p>Lesson 24: Diphthong /ou/ (ou, ow) “Flowers All Around” • Unit 5, Lesson 24, SE/TE p. 341</p> <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 style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 3: Short o “The Frog” <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 44 </p> <p>Lesson 15: Long a (ai, ay) “My Big Trip” <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 218 </p> <p>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> <p>Take-Home Book <i>Second Read (Develop Fluency)</i> Have children whisper-read the book or read it to a partner. <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> <p>Independent/Partner Work Build Fluency Have children reread Take-Home Books from previous weeks. <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> <p>Reread Connected Text Have children reread the lesson Connected Text. <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> <p>Take-Home Book <i>Build Fluency</i> Have children reread stories in their Take-Home Book folders. <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> <p>Home-School Connection Build Fluency Have children read their Take-Home Book with their families. <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> <p>TE DIGITAL RESOURCES* Assessment Assessment Overview Formative Assessments <ul style="list-style-type: none"> Fluency Assessment Guidance, p. 3 Formative Formative Assessments <ul style="list-style-type: none"> Fluency Assessment Guidance </p> <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Differentiation Supports Additional Routines Fluency Routines and Minilessons, Level A Lesson 2: Introduce the Repeated Reading Fluency Routine Lesson 3: Model Fluency: Intonation (end punctuation) Lesson 5: Choral Read Lesson 11: Reader’s Theater Lesson 13: Audiobook Modeling Lesson 15: Echo Read/*Assess Fluency (wcpm) Lesson 20: Repeated Readings Lesson 29: 2-Minute Drills</p> <p>Units 1–6 Student and Family Resources Student Fluency Sentences Frequent, repeated readings of words with previously taught skills accelerate children’s phonics mastery. The practice page includes five sentences for each lesson in the Unit. Unit Speed Drill Build Fluency</p> <p>Instructional Resources Unit Speed Drill Instructional Resource Build Fluency <i>For example:</i> <i>Guide children to read one-syllable words with long vowels to build fluency and determine skill deficits for small group instruction. This activity builds mastery of a set of words containing cumulative skills from Units 2 and 4. The set of words is repeated multiple times in the 50-word grid. (Unit 4 Speed Drill)</i></p> <p>Lessons 1–30: Instructional Resources: Take-Home Book Lesson Plan 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. During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read. 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</p> <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 4, Lesson 15: Long a (ai, ay) “My Big Trip” Lesson Plan</p> <p>Unit 5, Lesson 24: Diphthong /ou/ (ou, ow) “The Parade Is in Town” Lesson Plan</p> <p>FLUENCY BOOSTER PRACTICE BOOK Fluency Practice Fluency Practice 1–4 Children read each sentence on their own, then read the sentences to a partner. The Progress Check includes a check box for up to five readings and questions to measure reading fluency.</p> <p>How was my reading?</p> <ul style="list-style-type: none"> • Did I read each word correctly? • Did I raise my voice at the end of a question? • Did I read a sentence that ends with a period (.) the way I talk? • Did I chunk longer sentences into smaller parts to read them better? <p>FLUENCY BOOSTER TEACHER’S COMPONENT* Each Lesson Decodable Text Lesson Plan 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>Lesson 3: Short o “Jump” Lesson Plan</p> <p>Lesson 15: Long a (ai, ay) “Snail Mail” Lesson Plan</p> <p>Lesson 24: Diphthong /ou/ (ou, ow) “Up and Down” Lesson Plan</p>
<p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER’S EDITION Read Connected Text Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><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</p> <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Fluency – Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? (TE p. 241)</i></p> <p>“The Big Bag”</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 25 <p>“The Plane Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 169 <p>“Let’s Go Camping”</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 241 <p>Read Connected Text</p> <p>Take-Home Book <i>First Read (Read Together)</i></p> <p><i>For example:</i> <i>Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. (TE p. 102)</i></p> <p>“The Best Snack”</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 102 <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

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Use common, proper, and possessive nouns.</p> <p style="text-align: center;"><i>continued</i></p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>High-Frequency Words</p> <p>Read-Spell-Write</p> <p>Common nouns.</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>Word Study/Morphology</p> <p>Possessives</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 89 <p style="text-align: center;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use common, proper, and possessive nouns.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION Print Concepts Understanding How Sentences Work Use sentences from the story to review proper sentence construction and the capitalization of proper nouns. <i>For example:</i> <i>Guide children to recognize and correct the errors by capitalizing Moe and Joe. Review the use of a capital letter in the first word in a sentence and in proper nouns. (TE p. 419)</i></p> <ul style="list-style-type: none"> • Unit 5, Lesson 20, TE p. 291 • Unit 6, Lesson 29, TE p. 419
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. b. Use singular and plural nouns with correct verbs in basic sentences.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study/Morphology Plurals</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, SE/TE p. 17 <p>Plurals (Review)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, SE/TE p. 73 <p>High-Frequency Words Use in Context See and use <i>are</i>.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, SE/TE p. 52 <p>TEACHER'S EDITION Sound-Spelling/Blending Word Study/Morphology: Plurals <i>For example:</i> <i>Write the words cap and caps. Have children read the words and tell what meaning the ending -s adds. Repeat with the word pairs hat, hats; tag, tags; van, vans; lad, lads. (TE p. 20)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE pp. 18, 20 <p>Word Study/Morphology: Plurals (Review)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE pp. 74, 76 <p>Teacher Table: Intervention Word Study/Morphology: Plurals Write singular and plural word pairs.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 18 • Unit 1, Lesson 1, TE p. 74

FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>c. Use personal, possessive, and indefinite pronouns.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study/Morphology</p> <p>Possessives See and use pronoun <i>my</i>.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 89 <p>Cumulative Review Build Fluency See and use pronouns <i>I, his</i>.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 91 <p>Dictation Think and Write/Listen and Spell Use pronouns <i>she, me, I, we, them</i>.</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 202 <p>Word Building Make New Words See and use pronouns <i>he, me, we, she</i>.</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 202 <p>Read Connected Text Connected Text See and use indefinite pronoun <i>it</i>.</p> <ul style="list-style-type: none"> Unit 5, Lesson 25, SE/TE p. 355 <p>TEACHER'S EDITION</p> <p>Print Concepts Understanding How Sentences Word See and use pronouns <i>they</i> and <i>we</i>.</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, TE p. 175 <p>Home-School Connection Build Fluency See use of <i>you, she, our</i>.</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 87 <p>See use of <i>my, us, we</i>.</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 101 <p>See use of <i>we, he, I, my</i>.</p> <ul style="list-style-type: none"> Unit 4, Lesson 14, SE/TE p. 204
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FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. d. Use verbs to convey a sense of past, present, and future.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words Read-Spell-Write/Use in Context See and use <i>are</i>. • Unit 1, Lesson 4, SE/TE p. 52 See and use <i>give</i>. • Unit 1, Lesson 5, SE/TE p. 66 See and use <i>were, gave</i>. • Unit 2, Lesson 9, SE/TE p. 124</p> <p>* Connected Text selections feature verbs in the present tense. Verbs in past and future tenses are presented in selected activities, such as Word Building: Word Ladder (see pp. 20, 76, 178); Dictation: Listen and Spell (see pp. 27, 215); Home-School Connection (see TE pp. 57, 387); High-Frequency Words: Use in Context (see pp. 66, 391, 412); Cumulative Review: Build Fluency (see pp. 75, 161, 407)</p>
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e. Use frequently occurring adjectives.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words Read-Spell-Write/Use in Context See and use <i>little</i>. • Unit 1, Lesson 4, SE/TE p. 52 See and use <i>different</i>. • Unit 4, Lesson 18, SE/TE p. 254 See and use <i>special</i>. • Unit 6, Lesson 29, SE/TE p. 412</p> <p>TEACHER'S EDITION Read Connected Text Take-Home Book <i>Check Comprehension</i> Children identify describing words in the story. Lesson 6: I-Blends “What Are These Things?” • Unit 2, Lesson 6, TE p. 88 Lesson 12: Final e (a_e, i_e) “The Big Race” • Unit 3, Lesson 12, TE p. 174 Lesson 27: r-Controlled are, air, ear “The Three Bears: A Retelling” • Unit 5, Lesson 27, TE p. 388</p> <p>Word Study/Morphology Comparatives and Superlatives (-er, -est) <i>For example:</i> <i>We add -er and -est to describing words such as tall, clean, and deep when we compare things. (TE p. 261)</i> • Unit 4, Lesson 18, TE p. 261</p>

FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f. Use frequently occurring conjunctions.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words Read-Spell-Write/Use in Context See and use <i>or</i>. <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 240 See and use <i>because</i>. <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 298 TEACHER'S EDITION High-Frequency Words Use in Context Children complete each sentence with a word from the previous section of the activity. Use <i>or</i>. <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 245 Use <i>because</i>. <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 303 Extend Prompt children to expand on one sentence by combining two ideas using <i>and</i>. <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>
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. g. Use articles and demonstratives.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words Read-Spell-Write/Use in Context See and use <i>the</i>. <ul style="list-style-type: none"> Unit 1, Lesson 1, TE p. 10 See and use <i>this, what</i>. <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 23 See and use <i>that</i>. <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 168 </p>
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. h. Use frequently occurring prepositions, such as <i>during, beyond, and toward</i>.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words Read-Spell-Write/Use in Context See and use <i>or</i>. <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 240 See and use <i>because</i>. <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 298 </p>

FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION High-Frequency Words Extend Prompt children to expand on one sentence by combining two ideas using <i>and</i>.</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>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>j. Capitalize names of people and dates.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Print Concepts Understanding How Sentences Work Use sentences from the story to review proper sentence construction and the capitalization of proper nouns.</p> <p><i>For example:</i> <i>Guide children to recognize and correct the errors by capitalizing Moe and Joe. Review the use of a capital letter in the first word in a sentence and in proper nouns. (TE p. 419)</i></p> <ul style="list-style-type: none"> • Unit 5, Lesson 20, TE p. 291 • Unit 6, Lesson 29, TE p. 419
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>k. End sentences with correct punctuation.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Print Concepts Understanding How Sentences Work Use sentences from the lesson Take-Home Book to review proper sentence construction.</p> <p><i>For example:</i> <i>Ask: Is this a telling sentence or an asking sentence? What end mark should we add? Add a period to the sentence. Point out the last sentence on page 4. Ask: What end mark is used in this sentence? Yes, an exclamation point. How does it help us read this sentence? (TE p. 333)</i></p> <ul style="list-style-type: none"> • Unit 2, Lesson 11, TE p. 159 • Unit 4, Lesson 14, TE p. 205 • Unit 5, Lesson 23, TE p. 333

FOUNDATIONAL LITERACY STANDARDS

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>i. Use commas in dates and to separate single words in a series.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Print Concepts Understanding How Sentences Work Use sentences from the lesson Take-Home Book to review proper sentence construction.</p> <p><i>For example:</i> <i>Guide children to notice the commas after Toad and Joan. Say: Are these commas at the end of a sentence? No. These commas have a different job. They separate things in a list. That makes it easier to read the sentence. (TE p. 247)</i></p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 247 • Unit 6, Lesson 29, TE p. 419

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="text-align: right;"><i>continued</i></p>	<p>TEACHER'S EDITION Read Connected Text Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><i>For example:</i> <i>If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? (TE p. 241)</i></p> <p>“The Big Bag”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 25 <p>“The Plane Ride”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 169 <p>“Let’s Go Camping”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17, TE p. 241 <p>Read Connected Text Take-Home Book <i>First Read (Read Together)</i></p> <p><i>For example:</i> <i>Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. (TE p. 102)</i></p> <p>“The Best Snack”</p> <ul style="list-style-type: none"> • Unit 2, Lesson 7, TE p. 102 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p style="text-align: center;"><i>continued</i></p> <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
<p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Word Study/Morphology <i>For example:</i> <i>Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)</i></p> <p>Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 189
<p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Word Study/Morphology <i>For example:</i> <i>Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)</i></p> <p>Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 189
<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings, choosing flexibly from an array of strategies.</p> <p>i. Sort words into categories to gain a sense of the concepts the categories represent.</p>	<p><u>TEACHER’S EDITION</u> Word Sort Open Sort <i>For example:</i> Open Sort <i>Read each word with children to make sure they know all the words. Have partners discuss ways to sort the words. Invite children to share their ideas and model their sort. (TE p. 242)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 40 Unit 4, Lesson 17, TE p. 242 Unit 6, Lesson 29, TE p. 414

FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. choosing flexibly from an array of strategies.</p> <p>ii. Define words by category and by one or more key attributes.</p>	<p>TEACHER'S EDITION Word Sort Closed Sort <i>For example:</i> Closed Sort Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that words with ie and oe both have long vowel sounds, and when we add -ed to a long i word ending in y, we change the y to i. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading long i and long o words. (TE p. 414)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 40 • Unit 4, Lesson 17, TE p. 242 • Unit 6, Lesson 29, TE p. 414
<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. choosing flexibly from an array of strategies.</p> <p>iii. Identify real-life connections between words and their use.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Home-School Connection Build Fluency Children write alternative sentences reflecting home and school experiences with words containing target skills.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 87 • Unit 4, Lesson 15, TE p. 217 • Unit 5, Lesson 24, TE p. 345
<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. choosing flexibly from an array of strategies.</p> <p>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>	<p><i>This criterion is beyond the scope of this supplemental foundational skills program. Citations of related content are provided.</i></p> <p>TEACHER'S EDITION Teacher Table: English Learners Vocabulary Act out the meanings of lesson words. <i>For example:</i> <i>Each day, select several words from the Blend It lines on Student Book, page 167. Focus on words whose meanings can be explained or demonstrated in a concrete way. For example, hold up a tape dispenser, open to a page in a book, or smile. Point to your watch or the clock as you ask: What time is it? (TE p. 167)</i></p> <p>Long e</p> <ul style="list-style-type: none"> • Unit 4, Lesson 16, TE p. 225 <p>r-Controlled Vowel /är/</p> <ul style="list-style-type: none"> • Unit 5, Lesson 20, TE p. 283 <p>Diphthong /oi/</p> <ul style="list-style-type: none"> • Unit 5, Lesson 25, TE p. 353

FOUNDATIONAL LITERACY STANDARDS

Vocabulary Acquisition – Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS, GRADE 1	FROM PHONICS TO READING, LEVEL A / GRADE 1 – EXAMPLE CITATIONS
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<p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction Daily Practice <i>Write About It</i> Use the lesson words to create a story. Draw a box around the words from the list that you used.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 23 • Unit 4, Lesson 17, SE/TE p. 239 • Unit 6, Lesson 29, SE/TE p. 411 <p>Read Connected Text Interact with the Text Children discuss answers to the question then write about it using study words.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE/TE p. 25 • Unit 4, Lesson 17, SE/TE p. 241 • Unit 6, Lesson 29, SE/TE p. 413 <p>Dictation Listen and Spell Children write teacher-dictated words and phrases.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 27/TE pp. 27–28 • Unit 4, Lesson 17, SE p. 243/TE pp. 243–244 • Unit 6, Lesson 29, SE p. 415/TE pp. 415–416 <p>TEACHER’S EDITION</p> <p>High-Frequency Words Use in Context Children complete each sentence using one of the high-frequency words listed above.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 4, TE p. 57 • Unit 4, Lesson 14, TE p. 203 • Unit 5, Lesson 22, TE p. 317 <p>Extend Prompt children to expand on one sentence by combining two ideas using <i>and</i>.</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>Writing Extension <i>Write About It</i> 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, TE p. 107 • Unit 4, Lesson 16, TE p. 237 • Unit 6, Lesson 30, TE p. 437
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