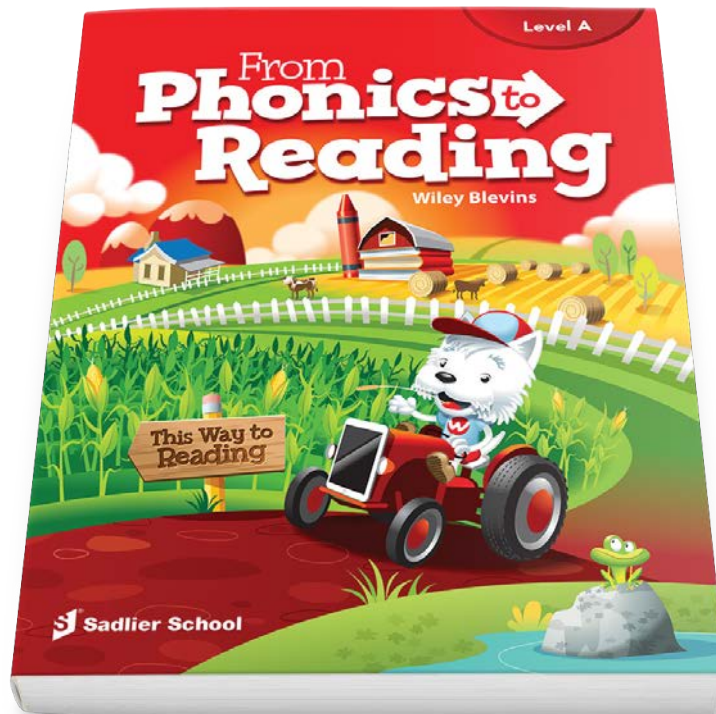


# *From Phonics to Reading*

Correlation to the ELA Missouri Learning Standards:  
Grade-Level Expectations

**Grade 1**



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## READING FOUNDATIONS (RF)

### Print Awareness

1 Understand how English is written and read (Start of Reading Foundations).

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.1.A.a Develop print awareness in the reading process by:</p> <p>a. recognizing that sentences are comprised of words separated by spaces</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Print Concepts</b>                      Understanding How Sentences Work (separate words in a sentence with spaces)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 25, TE p. 361</li> </ul> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Differentiation Supports</i></p> <p><b>Additional Routines</b>                      Teacher’s Guide to Print Concepts: Words and Spaces (help young children see that words in a sentence are separated by spaces)</p> <ul style="list-style-type: none"> <li>SadlierConnect.com, <i>From Phonics to Reading</i>, Level A</li> </ul>
<p>1.RF.1.A.b Develop print awareness in the reading process by:</p> <p>b. recognizing the distinguishing features of a sentence</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Print Concepts</b>                      Understanding How Sentences Work (every sentence must begin with a capital letter and end with an end mark)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 17</li> <li>Unit 1, Lesson 3, TE p. 45</li> <li>Unit 1, Lesson 5, TE p. 73</li> </ul> <p>(incomplete sentences)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, TE p. 73</li> </ul> <p><b>Print Concepts: Comparing Sentences and Phrases</b> (contrast phrases and complete sentences)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 59</li> <li>Unit 6, Lesson 30, TE p. 433</li> </ul> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Differentiation Supports</i></p> <p><b>Additional Routines</b>                      Teacher’s Guide to Print Concepts: Sentences (call attention to sentence structure while reading aloud/mark key parts of a sentence)</p> <ul style="list-style-type: none"> <li>SadlierConnect.com, <i>From Phonics to Reading</i>, Level A</li> </ul>

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## READING FOUNDATIONS (RF)

### Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.2.A.a Develop phonemic awareness in the reading process by:</p> <p>a. producing and identifying sounds and syllables in spoken words</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Dictation: Think and Write</b>                      (isolate/pronounce first sound, next sound/medial vowel, and last sound in spoken words)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE p. 13/TE pp. 13-14</li> <li>Unit 2, Lesson 9, SE p. 127/TE pp. 127-128</li> <li>Unit 3, Lesson 12, SE p. 171/TE pp. 171-172</li> <li>Unit 3, Lesson 15, SE p. 215/TE pp. 215-216</li> <li>Unit 4, Lesson 22, SE p. 315/TE pp. 315-316</li> <li>Unit 5, Lesson 28, SE p. 401/TE pp. 401-402</li> </ul> <p><b>Teacher Table Intervention: Think and Write</b>                      (isolate and pronounce the first sound/move from sound to sound)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, TE p. 14</li> <li>Unit 2, Lesson 9, TE p. 128</li> <li>Unit 3, Lesson 12, TE p. 172</li> <li>Unit 4, Lesson 15, TE p. 216</li> <li>Unit 5, Lesson 22, TE p. 316</li> <li>Unit 6, Lesson 28, TE p. 402</li> </ul> <p><b>Phonemic Awareness</b></p> <p><b>Categorize Sounds</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 87</li> <li>Unit 2, Lesson 8, TE p. 115</li> <li>Unit 2, Lesson 10, TE p. 143</li> <li>Unit 5, Lesson 20, TE p. 289</li> <li>Unit 5, Lesson 21, TE p. 303</li> <li>Unit 5, Lesson 22, TE p. 317</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <p><b>Word Study/Morphology: Transition to Longer Words</b>                      (identify/blend syllables in words)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 20, TE p. 292</li> <li>Unit 5, Lesson 21, TE p. 306</li> <li>Unit 5, Lesson 25, TE p. 362</li> <li>Unit 5, Lesson 27, TE p. 390</li> <li>Unit 6, Lesson 28, TE p. 406</li> </ul> <p><b>Teacher Table Intervention</b></p> <p><b>Word Study/Morphology: Transition to Longer Words</b>                      (use syllable/vowel sound to help read the word)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 20, TE p. 292</li> <li>Unit 5, Lesson 21, TE p. 306</li> <li>Unit 5, Lesson 25, TE p. 362</li> <li>Unit 5, Lesson 27, TE p. 390</li> <li>Unit 6, Lesson 28, TE p. 406</li> </ul>

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## READING FOUNDATIONS (RF)

### Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.2.A.b Develop phonemic awareness in the reading process by:</p> <p>b. distinguishing between long and short vowel sounds</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p>UNIT 1: SHORT VOWELS WITH SINGLE CONSONANTS</p> <p><i>Lesson 1 Target Skill: Short a</i>  <b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 9</li> </ul> <p><i>Lesson 3 Target Skill: Short o</i>  <b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 37</li> </ul> <p><i>Lesson 5 Target Skill: Short e</i>  <b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE p. 65</li> </ul> <p>UNIT 4: LONG VOWELS</p> <p><i>Lesson 14 Target Skill: Single Letter Long Vowels e, i, o</i>  <b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 14, SE/TE p. 197</li> </ul> <p><i>Lesson 15 Target Skill: Long a (ai, ay)</i>  <b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 15, SE/TE p. 211</li> </ul> <p>UNIT 5: R-CONTROLLED VOWELS, COMPLEX VOWELS, AND DIPHTHONGS</p> <p><i>Lesson 23 Target Skill: Short oo, Long oo (oo, ou, ew, ue, u_e)</i>  <b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 23, SE/TE p. 325</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Distinguish Long and Short Vowel Sounds</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 6, TE p. 79</li> <li>Unit 4, Lesson 17, TE p. 215</li> <li>Unit 5, Lesson 23, TE p. 289</li> </ul> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i></p> <p>“I Like”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 1, pp. 3–4</li> </ul> <p>“Jump”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 3, pp. 11–12</li> </ul> <p>“What Are We?”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 5, pp. 19–20</li> </ul> <p>“A New Friend”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 14, pp. 55–56</li> </ul> <p>“Snail Mail”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 15, pp. 59–60</li> </ul> <p>“Dear Mrs. Brooks”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 23, pp. 91–92</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.2.A.b Develop phonemic awareness in the reading process by:</p> <p>b. distinguishing between long and short vowel sounds</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><i>Decodable Library</i></p> <p><b>Short Vowels</b></p> <p style="text-align: right;"><i>Short a</i></p> <p><b>LEVEL A</b>                      “What Do We Like?”                      “I Like”</p> <p style="text-align: right;"><i>Short o</i></p> <p><b>LEVEL A</b>                      “Frog”                      “Jump”</p> <p style="text-align: right;"><i>Short e</i></p> <p><b>LEVEL A</b>                      “Birds and Their Nests”                      “What Are We?”</p> <p><b>Long Vowels</b></p> <p style="text-align: right;"><i>Long a (ai, ay)</i></p> <p><b>LEVEL A</b>                      “My Big Trip”                      “Snail Mail”</p> <p style="text-align: right;"><i>Long o (oa, ow)</i></p> <p><b>LEVEL A</b>                      “Snow Day”                      “The Boat”</p> <p style="text-align: right;"><i>Long e (ee, ea)</i></p> <p><b>LEVEL A</b>                      “The Seaside”                      “In the Sea”</p> <p><i>Sound Wall</i></p> <p><b>Vowel Valley</b>                      Articulation Videos &amp; Vowel Sound Cards</p> <p><i>Interactive Instruction and Practice</i></p> <p><b>Is It a Word?</b>  <b>Sort It</b>  <b>Build It</b>  <b>Sound It, Spell It</b></p> <p style="text-align: center;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.2.A.b Develop phonemic awareness in the reading process by:</p> <p>b. distinguishing between long and short vowel sounds</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Assessment</i></p> <p><b>Comprehensive Phonics Survey</b></p> <ul style="list-style-type: none"> <li>Benchmark (Interactive), Benchmark Assessments</li> <li>Benchmark (PDF), Benchmark Assessments</li> </ul> <p><b>Reading Observation Form</b> (consonant blends)</p> <ul style="list-style-type: none"> <li>Formative Assessments</li> </ul>
<p>1.RF.2.A.c Develop phonemic awareness in the reading process by:</p> <p>c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p>Phonemic Manipulation: Substitute Sounds</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 14, TE p. 203</li> </ul> <p>Phonemic Manipulation: Add Sounds</p> <ul style="list-style-type: none"> <li>Unit 4, Unit 4, Lesson 18, TE p. 259</li> <li>Unit 5, Lesson 26, TE p. 371</li> </ul> <p>Phonemic Manipulation: Delete Sounds</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, TE p. 273</li> </ul> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Overview</i></p> <p><b>Phonological Awareness Scope and Sequence—A Rationale</b></p> <p>Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)</p> <ol style="list-style-type: none"> <li>Initial sound substitution (Replace the first sound in <i>man</i> with /p/.)</li> <li>Final sound substitution (Replace the last sound in <i>bad</i> with /g/.)</li> <li>Vowel substitution (Replace the middle sound in <i>hat</i> with /o/.)</li> <li>Syllable deletion (Say noble without <i>no</i>.)</li> <li>Initial sound deletion (Say sat without /s/.)</li> <li>Final sound deletion (Say make without /k/.)</li> <li>Initial phoneme in a blend deletion (Say slip without /s/.)</li> <li>Final phoneme in a blend deletion (Say nest without /t/.)</li> <li>Second phoneme in a blend deletion (Say slip without /l/.)</li> <li>Initial sound addition (Add /s/ to the beginning of <i>at</i>.)</li> <li>Final sound addition (Add /t/ to the end of <i>res</i>.)</li> </ol> <p>Modeling the Tasks: Phoneme Manipulation (substitution, deletion, addition)</p> <ul style="list-style-type: none"> <li>Phonemic Manipulation Routine (Substitution), p. 10</li> <li>Phonemic Manipulation Routine (Addition), p. 11</li> <li>Phonemic Manipulation Routine (Deletion), p. 12</li> </ul> <p style="text-align: center;"><i>continued</i></p>



## READING FOUNDATIONS (RF)

### Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.2.A.c Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> <li>c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed</li> </ul>	<p style="text-align: center;"><i>continued</i></p> <p>Modeling the Tasks: Phoneme Manipulation (substitution, deletion, addition)</p> <ul style="list-style-type: none"> <li>• Phonemic Manipulation Routine (Substitution), p. 10</li> <li>• Phonemic Manipulation Routine (Addition), p. 11</li> <li>• Phonemic Manipulation Routine (Deletion), p. 12</li> </ul> <p><i>Assessment</i></p> <p><b>Phonemic Awareness Assessment</b></p> <p>Part 8: Phonemic Manipulation</p> <ul style="list-style-type: none"> <li>• Benchmark (PDF), Benchmark Assessments</li> </ul>
<p>1.RF.2.A.d Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> <li>d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends</li> </ul> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p>UNIT 1: SHORT VOWELS WITH SINGLE CONSONANTS</p> <p><i>Lesson 1 Target Skill: Short a</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, SE/TE p. 9</li> </ul> <p><i>Lesson 2 Target Skill: Short i</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, SE/TE p. 23</li> </ul> <p><i>Lesson 3 Target Skill: Short o</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 3, SE/TE p. 37</li> </ul> <p>UNIT 2: SHORT VOWELS WITH BLENDS AND DIGRAPHS</p> <p><i>Lesson 6 Target Skill: l-Blends</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 6, SE/TE p. 81</li> </ul> <p><i>Lesson 7 Target Skill: s-Blends</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 7, SE/TE p. 95</li> </ul> <p><i>Lesson 8 Target Skill: r-Blends</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 2, Lesson 8, SE/TE p. 109</li> </ul> <p>UNIT 6: MORE LONG VOWEL SPELLINGS</p> <p><i>Lesson 29 Target Skill: Long i and Long o (ie, oe)</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 29, SE/TE p. 411</li> </ul> <p><i>Lesson 30 Target Skill: Long e (y, ey, ie)</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 30, SE/TE p. 425</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonemic Awareness

2 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.2.A.d Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> <li>d. blending spoken phonemes to form 1 or 2 syllable words including consonant blends</li> </ul>	<p style="text-align: center;"><i>continued</i></p> <p><b>Phonemic Awareness</b></p> <p>Oral Blending</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 1, TE p. 9</li> <li>• Unit 1, Lesson 2, TE p. 23</li> <li>• Unit 1, Lesson 3, TE p. 37</li> <li>• Unit 2, Lesson 6, TE p. 81</li> <li>• Unit 2, Lesson 7, TE p. 95</li> <li>• Unit 2, Lesson 8, TE p. 109</li> <li>• Unit 6, Lesson 29, TE p. 411</li> <li>• Unit 6, Lesson 30, TE p. 435</li> </ul> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Assessment</i></p> <p><b>Phonemic Awareness Assessment</b></p> <p>Part 7: Blending</p> <ul style="list-style-type: none"> <li>• Benchmark (PDF), Benchmark Assessments</li> </ul>
<p>1.RF.2.A.e Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> <li>e. segmenting spoken words of 3 – 5 phonemes into individual phonemes</li> </ul>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Phonemic Awareness</b></p> <p>Oral Segmentation</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 2, TE p. 27</li> <li>• Unit 2, Lesson 9, TE p. 127</li> <li>• Unit 3, Lesson 12, TE p. 171</li> <li>• Unit 4, Lesson 15, TE p. 215</li> <li>• Unit 5, Lesson 22, TE p. 315</li> <li>• Unit 6, Lesson 28, TE p. 401</li> </ul> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Overview</i></p> <p><b>Phonological Awareness Scope and Sequence—A Rationale</b></p> <p>Activity Type 4: Oral Segmentation (including counting sounds)</p> <ul style="list-style-type: none"> <li>3. Phoneme by phoneme (Say a word sound by sound and/or count sounds.)</li> </ul> <p>Modeling the Tasks</p> <ul style="list-style-type: none"> <li>• Oral Segmentation Routine (Sound-by Sound), pp. 5–6</li> </ul> <p><i>Assessment</i></p> <p><b>Bsessment</b></p> <p><b>Phonemic Awareness Assessment</b></p> <p>Part 6: Segmentation</p> <ul style="list-style-type: none"> <li>• Benchmark (PDF), Benchmark Assessments</li> </ul>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.3.A.a Develop phonics in the reading process by:</p> <p>a. decoding words in context by using letter-sound knowledge</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p>UNIT 1: SHORT VOWELS WITH SINGLE CONSONANTS</p> <p><i>Lesson 4 Target Skill: Short u</i></p> <p><b>Introduction: Learn and Blend/Blend It</b>                      (context sentences)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 51</li> </ul> <p><b>Read Connected Text</b></p> <p>“Fun in the Sun”</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 53</li> </ul> <p>“Little Bugs, Big Bugs”</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE pp. 57–58</li> </ul> <p>UNIT 3: FINAL E</p> <p><i>Lesson 12 Target Skill: Final e (a_e, i_e)</i></p> <p><b>Introduction: Learn and Blend/Blend It</b>                      (context sentences)</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 167</li> </ul> <p><b>Read Connected Text</b></p> <p>“The Plane Ride”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 169</li> </ul> <p>“The Big Race”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE pp. 173–174</li> </ul> <p>UNIT 5: R-CONTROLLED VOWELS, COMPLEX VOWELS, AND DIPHTHONGS</p> <p><i>Lesson 24 Target Skill: Diphthong /ou/ (ou, ow)</i></p> <p><b>Introduction: Learn and Blend/Blend It</b>                      (context sentences)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 339</li> </ul> <p><b>Read Connected Text</b></p> <p>“Flowers All Around”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE p. 341</li> </ul> <p>“The Parade Is in Town”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 24, SE/TE pp. 345–346</li> </ul> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i></p> <p>“Little Bug”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 4, pp. 15–16</li> </ul> <p>“Ice Is Nice!”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 12, pp. 47–48</li> </ul> <p>“Up and Down”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 24, pp. 95–96</li> </ul>



## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.3.A.b Develop phonics in the reading process by:</p> <p>b. identifying letters for the spelling of short and long vowels</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p>UNIT 1: SHORT VOWELS WITH SINGLE CONSONANTS</p> <p><i>Lesson 1 Target Skill: Short a</i></p> <p><b>Introduction: Learn and Blend/Blend It</b>                      Introduce Sound-Spelling</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 9</li> </ul> <p><b>Word Sort: Sort It Out</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 12</li> </ul> <p><b>Dictation: Think and Write/Listen and Spell</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 13</li> </ul> <p><b>Word Building: Make New Words</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 14</li> </ul> <p><b>Independent Practice: Read and Write</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 18</li> </ul> <p><b>Cumulative Review: Build Fluency</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 19</li> </ul> <p><b>Word Building: Word Ladder</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 20</li> </ul> <p><b>Writing Extension: Write About It</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 1, SE/TE p. 21</li> </ul> <p><i>Lesson 5 Target Skill: Short e</i></p> <p><b>Introduction: Learn and Blend/Blend It</b>                      Introduce Sound-Spelling</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 3, SE/TE p. 37</li> </ul> <p><b>Word Sort: Sort It Out</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 54</li> </ul> <p><b>Dictation: Think and Write/Listen and Spell</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 55</li> </ul> <p><b>Word Building: Make New Words</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 56</li> </ul> <p><b>Independent Practice: Read and Write</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 60</li> </ul> <p><b>Cumulative Review: Build Fluency</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 61</li> </ul> <p><b>Word Building: Word Ladder</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 62</li> </ul> <p><b>Writing Extension: Write About It</b></p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 63</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.b Develop phonics in the reading process by:</p> <p style="padding-left: 20px;">b. identifying letters for the spelling of short and long vowels</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>UNIT 3: FINAL E  <i>Lesson 12 Target Skill: Final e (a_e, i_e)</i>  <b>Introduction: Learn and Blend/Blend It</b>                      Introduce Sound-Spelling                      • Unit 3, Lesson 12, SE/TE p. 167</p> <p><b>Word Sort: Sort It Out</b>                      • Unit 3, Lesson 12, SE/TE p. 170</p> <p><b>Dictation: Think and Write/Listen and Spell</b>                      • Unit 3, Lesson 12, SE/TE p. 171</p> <p><b>Word Building: Make New Words</b>                      • Unit 3, Lesson 12, SE/TE p. 172</p> <p><b>Independent Practice: Read and Write</b>                      • Unit 3, Lesson 12, SE/TE p. 176</p> <p><b>Cumulative Review: Build Fluency</b>                      • Unit 3, Lesson 12, SE/TE p. 177</p> <p><b>Word Building: Word Ladder</b>                      • Unit 3, Lesson 12, SE/TE p. 178</p> <p><b>Writing Extension: Write About It</b>                      • Unit 3, Lesson 12, SE/TE p. 179</p> <p>UNIT 4: LONG VOWELS  <i>Lesson 19 Target Skill: Long u (u, ew, ue)</i>  <b>Introduction: Learn and Blend/Blend It</b>                      Introduce Sound-Spelling                      • Unit 4, Lesson 19, SE/TE p. 267</p> <p><b>Word Sort: Sort It Out</b>                      • Unit 4, Lesson 19, SE/TE p. 270</p> <p><b>Dictation: Think and Write/Listen and Spell</b>                      • Unit 4, Lesson 19, SE/TE p. 271</p> <p><b>Word Building: Make New Words</b>                      • Unit 4, Lesson 19, SE/TE p. 272</p> <p><b>Independent Practice: Read and Write</b>                      • Unit 4, Lesson 19, SE/TE p. 276</p> <p><b>Cumulative Review: Build Fluency</b>                      • Unit 4, Lesson 19, SE/TE p. 277</p> <p><b>Word Building: Word Ladder</b>                      • Unit 4, Lesson 19, SE/TE p. 278</p> <p><b>Writing Extension: Write About It</b>                      • Unit 4, Lesson 19, SE/TE p. 279</p> <p style="text-align: center;"><i>continued</i></p>



## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.b Develop phonics in the reading process by: b. identifying letters for the spelling of short and long vowels</p>	<p style="text-align: center;"><i>continued</i></p> <p>UNIT 5: R-CONTROLLED VOWELS, COMPLEX VOWELS, AND DIPHTHONGS <i>Lesson 23 Target Skill: Short oo, Long oo (oo, ou, ew, ue, u_e)</i></p> <p><b>Introduction: Learn and Blend/Blend It</b> Introduce Sound-Spelling • Unit 4, Lesson 23, SE/TE p. 325</p> <p><b>Word Sort: Sort It Out</b> • Unit 5, Lesson 23, SE/TE p. 328</p> <p><b>Dictation: Think and Write/Listen and Spell</b> • Unit 5, Lesson 23, SE/TE p. 329</p> <p><b>Word Building: Make New Words</b> • Unit 5, Lesson 23, SE/TE p. 330</p> <p><b>Independent Practice: Read and Write</b> • Unit 5, Lesson 23, SE/TE p. 334</p> <p><b>Cumulative Review: Build Fluency</b> • Unit 5, Lesson 23, SE/TE p. 335</p> <p><b>Word Building: Word Ladder</b> • Unit 5, Lesson 23, SE/TE p. 336</p> <p><b>Writing Extension: Write About It</b> • Unit 5, Lesson 23, SE/TE p. 337</p>
<p>1.RF.3.A.c Develop phonics in the reading process by: c. producing consonant blends</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p>UNIT 2: SHORT VOWELS WITH BLENDS AND DIGRAPHS <i>Lesson 6 Target Skill: I-Blends</i></p> <p><b>Introduction: Learn and Blend/Blend It</b> • Unit 2, Lesson 6, SE/TE p. 81</p> <p><b>Read Connected Text</b> “The Plan for the Play” • Unit 2, Lesson 6, SE/TE p. 83 “What Are These Things?” • Unit 2, Lesson 6, SE/TE pp. 87–88</p> <p><b>Independent Practice: Read and Write</b> • Unit 2, Lesson 6, SE/TE p. 90</p> <p><i>Lesson 7 Target Skill: s-Blends</i></p> <p><b>Introduction: Learn and Blend/Blend It</b> • Unit 2, Lesson 7, SE/TE p. 95</p> <p style="text-align: center;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.c Develop phonics in the reading process by:</p> <p style="padding-left: 20px;">c. producing consonant blends</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text</b>                      “Skip, Stomp, and Spin”                      • Unit 2, Lesson 7, SE/TE p. 97                      “The Best Snack”                      • Unit 2, Lesson 7, SE/TE pp. 101-102</p> <p><b>Independent Practice: Read and Write</b>                      • Unit 2, Lesson 7, SE/TE p. 104</p> <p><b>Word Building: Word Ladder</b>                      • Unit 2, Lesson 7, SE/TE p. 106</p> <p><i>Lesson 8 Target Skill: r-Blends</i></p> <p><b>Introduction: Learn and Blend/Blend It</b>                      • Unit 2, Lesson 8, SE/TE p. 109</p> <p><b>Read Connected Text</b>                      “What Is It?”                      • Unit 2, Lesson 8, SE/TE p. 111                      “Brad and Trent”                      • Unit 2, Lesson 8, SE/TE pp. 115-116</p> <p><b>Independent Practice: Read and Write</b>                      • Unit 2, Lesson 8, SE/TE p. 118                      • Unit 2, Lesson 10, SE/TE p. 148</p> <p><b>Word Building: Word Ladder</b>                      • Unit 2, Lesson 8, SE/TE p. 120</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i></p> <p>“Things on My Block”                      • Fluency Booster Practice Book, Lesson 6, pp. 23-24</p> <p>“Skunks”                      • Fluency Booster Practice Book, Lesson 7, pp. 27-28</p> <p>“The Three Hens”                      • Fluency Booster Practice Book, Lesson 8, pp. 31-32</p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><i>Decodable Library</i></p> <p><b>Blends</b></p> <p style="text-align: right;"><i>s-Blends</i></p> <p><b>LEVEL A</b></p> <p>“The Best Snack”                      “Skunks”</p> <p><b>LEVEL B</b></p> <p>“Block Party!”                      “Drip, Drop”</p> <p style="text-align: right;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.c Develop phonics in the reading process by:                      c. producing consonant blends</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>r-Blends</b></p> <p><b>LEVEL A</b>                      “Brad and Trent”                      “The Three Hens”</p> <p><b>LEVEL B</b>                      “Block Party!”                      “Drip, Drop”</p> <p style="text-align: center;"><b>l-Blends</b></p> <p><b>LEVEL A</b>                      “What Are These Things?”                      “Things on My Block”</p> <p><b>LEVEL B</b>                      “Block Party!”                      “Drip, Drop”</p> <p><i>Interactive Instruction and Practice</i>  <b>Is It a Word?</b>  <b>Sort It</b>  <b>Build It</b>  <b>Sound It, Spell It</b></p> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Assessment</i>  <b>Comprehensive Phonics Survey</b></p> <ul style="list-style-type: none"> <li>Benchmark (Interactive), Benchmark Assessments</li> <li>Benchmark (PDF), Benchmark Assessments</li> </ul> <p><b>Reading Observation Form</b>                      (consonant blends)</p> <ul style="list-style-type: none"> <li>Formative Assessments</li> </ul>
<p>1.RF.3.A.d Develop phonics in the reading process by:                      d. producing consonant digraphs</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p>UNIT 2: SHORT VOWELS WITH BLENDS AND DIGRAPHS  <i>Lesson 9 Target Skill: Digraphs sh, th</i>  <b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 123</li> </ul> <p><b>Read Connected Text</b>                      “This and That”</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 125</li> </ul> <p>“The Big Wish”</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE pp. 129–130</li> </ul> <p style="text-align: center;"><i>continued</i></p>



## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.d Develop phonics in the reading process by:</p> <p style="padding-left: 20px;">d. producing consonant digraphs</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Independent Practice: Read and Write</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 132</li> </ul> <p><b>Word Building: Word Ladder</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 9, SE/TE p. 134</li> </ul> <p><i>Lesson 10 Target Skill: Digraphs ch, tch, wh</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, SE/TE p. 137</li> </ul> <p><b>Read Connected Text</b></p> <p>“Our Dog Butch”</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 10, SE/TE p. 139</li> </ul> <p>“Will We Win?”</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 10, SE/TE pp. 143-144</li> </ul> <p><b>Word Building: Make New Words</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 10, SE/TE p. 142</li> </ul> <p><b>Independent Practice: Read and Write</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 10, SE/TE p. 146</li> </ul> <p><b>Word Building: Word Ladder</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 10, SE/TE p. 148</li> </ul> <p><i>Lesson 11 Target Skill: Digraphs ng, nk</i></p> <p><b>Introduction: Learn and Blend/Blend It</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 11, SE/TE p. 151</li> </ul> <p><b>Read Connected Text</b></p> <p>“The Rink”</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 11, SE/TE p. 153</li> </ul> <p>“The King’s Song”</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 11, SE/TE pp. 157-158</li> </ul> <p><b>Word Building: Make New Words</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 11, SE/TE p. 156</li> </ul> <p><b>Independent Practice: Read and Write</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 11, SE/TE p. 160</li> </ul> <p><b>Word Building: Word Ladder</b></p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 11, SE/TE p. 162</li> </ul> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i></p> <p>“Beth’s Wish”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 9, pp. 35-36</li> </ul> <p>“What Is for Lunch?”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 10, pp. 39-40</li> </ul> <p>“Things with Wings”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 11, pp. 43-44</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.d Develop phonics in the reading process by:                      d. producing consonant digraphs</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b>  <i>Decodable Library: Consonant Digraphs</i>  <b>Consonant Digraphs (sh, th)</b></p> <p><b>LEVEL A</b>                      “Beths Wish”                      “The Big Wish”  <b>Consonant Digraphs (ch, tch, wh)</b></p> <p><b>LEVEL A</b>                      “What Is for Lunch?”                      “Will We Win?”  <b>Consonant Digraphs (ng, nk)</b></p> <p><b>LEVEL A</b>                      “The Kings Song”                      “Things with Wings”  <b>Consonant Digraphs (wh, ph, ng, nk)</b></p> <p><b>LEVEL B</b>                      “A Year of Seasons”                      “Humpback Whales”  <i>Interactive Instruction and Practice</i>  <b>Connect It</b>  <b>Is It a Word?</b>  <b>Sort It</b>  <b>Build It</b>  <b>Sound It, Spell It</b></p> <p><b>OTHER DIGITAL RESOURCES*</b>  <i>Assessment</i>  <b>Comprehensive Phonics Survey</b>  <ul style="list-style-type: none"> <li>• Benchmark (Interactive), Benchmark Assessments</li> <li>• Benchmark (PDF), Benchmark Assessments</li> </ul> <b>Reading Observation Form</b>                      (digraphs)  <ul style="list-style-type: none"> <li>• Formative Assessments</li> </ul> </p>





## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.3.A.e Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>e. combining sounds from letters and common spelling patterns to create and decode recognizable words</li> </ul>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p>UNIT 3: FINAL E  <i>Lesson 12 Target Skill: Final e (a_e, i_e)</i>  <b>Introduction</b>                      Learn and Blend/Blend It</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, SE/TE p. 167</li> </ul> <p>UNIT 5: R-CONTROLLED VOWELS, COMPLEX VOWELS, AND DIPHTHONGS  <i>Lesson 22 Target Skill: r-Controlled or, ore, oar</i>  <b>Introduction</b>                      Learn and Blend/Blend It</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 22, SE/TE p. 311</li> </ul> <p>UNIT 6: MORE LONG VOWEL SPELLINGS  <i>Lesson 28 Target Skill: Long i and Long o [i(ld), i(nd), o(ld)]</i>  <b>Introduction</b>                      Learn and Blend/Blend It</p> <ul style="list-style-type: none"> <li>• Unit 6, Lesson 28, SE/TE p. 397</li> </ul> <p><b>Word Building</b>                      Make New Words</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, SE/TE p. 172</li> <li>• Unit 4, Lesson 22, SE/TE p. 316</li> <li>• Unit 6, Lesson 28, SE/TE p. 402</li> </ul> <p><b>Teacher Table Intervention</b>                      Word Building</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, TE p. 175</li> <li>• Unit 4, Lesson 22, TE p. 319</li> <li>• Unit 6, Lesson 28, TE p. 405</li> </ul> <p><b>Independent/Partner Work</b>                      Word Building</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, TE p. 177</li> <li>• Unit 4, Lesson 22, TE p. 321</li> <li>• Unit 6, Lesson 28, TE p. 407</li> </ul> <p><b>Word Building</b>                      Word Ladder</p> <ul style="list-style-type: none"> <li>• Unit 3, Lesson 12, SE/TE p. 178</li> <li>• Unit 4, Lesson 22, SE/TE p. 322</li> <li>• Unit 6, Lesson 28, SE/TE p. 408</li> </ul>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.3.A.f Develop phonics in the reading process by:                      f. using syllabication patterns to decode words</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Word Study/Morphology</b>                      Transition to Longer Words                      (decode two-syllable words by breaking the words into syllables)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 20, SE/TE p. 291</li> <li>Unit 5, Lesson 21, SE/TE p. 305</li> <li>Unit 5, Lesson 25, SE/TE p. 361</li> <li>Unit 6, Lesson 28, SE/TE p. 405</li> </ul> <p><b>Sound-Spelling/Blending</b>                      Word Study/Morphology: Transition to Longer Words                      (break words into syllables)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 20, TE pp. 292, 294</li> <li>Unit 5, Lesson 21, TE pp. 306, 308</li> <li>Unit 5, Lesson 25, TE pp. 362, 364</li> </ul> <p><b>Teacher Table Intervention</b>                      Word Study/Morphology: Transition to Longer Words                      (have children divide words into syllables and read them)</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 20, TE p. 292</li> <li>Unit 5, Lesson 21, TE p. 306</li> <li>Unit 5, Lesson 25, TE p. 362</li> <li>Unit 6, Lesson 28, TE p. 406</li> </ul>
<p>1.RF.3.A.g Develop phonics in the reading process by:                      g. reading irregularly spelled words</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b>                      Read-Spell-Write                      (give, come, some)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE p. 66</li> </ul> <p>Read-Spell-Write                      (said, when, there, where)</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, SE/TE p. 110</li> </ul> <p>Read-Spell-Write                      (could, would, their, together)</p> <ul style="list-style-type: none"> <li>Unit 4, Lesson 19, SE/TEp. 268</li> </ul> <p><b>Read Connected Text</b>                      “Get Well, Ted!”                      (said, come, some, from)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE p. 67</li> </ul> <p>“Birds and Their Nests”                      (gives, comes, some, there)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 5, SE/TE pp. 71–72</li> </ul> <p>“What Is It?”                      (where, when, there, you)</p> <ul style="list-style-type: none"> <li>Unit 2, Lesson 8, SE/TE p. 111</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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### Phonics

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GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.g Develop phonics in the reading process by:                      g. reading irregularly spelled words</p>	<p style="text-align: center;"><i>continued</i></p> <p>“Brad and Trent”                      (live, come, you, said, when)                      • Unit 1, Lesson 5, SE/TE pp. 115-116</p> <p>“Where Could I Find?”                      (where, could, I, together, people)                      • Unit 4, Lesson 19, SE/TE p. 269</p> <p>“Let’s Make Music!”                      (you, could, together, have, would, one)                      • Unit 4, Lesson 19, SE/TE pp. 273-274</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i></p> <p>“What Are We?”                      (give, come, some)                      • Fluency Booster Practice Book, Lesson 5, pp. 19-20</p> <p>“The Three Hens”                      (said, when, there, where)                      • Fluency Booster Practice Book, Lesson 8, pp. 31-32</p> <p>“Just a Few”                      (could, would, together, their)                      • Fluency Booster Practice Book, Lesson 19, pp. 75-76</p> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Overview</i></p> <p><b>High-Frequency Words</b>                      Irregular High-Frequency Words                      (grouped alphabetically)                      • SadlierConnect.com, <i>From Phonics to Reading</i>, Level A</p>
<p>1.RF.3.A.h Develop phonics in the reading process by:                      h. reading root words with inflectional endings</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Word Study/Morphology</b></p> <p>Inflectional Ending -s                      • Unit 1, Lesson 2, SE/TE p. 31</p> <p>Inflectional Ending -ed                      • Unit 2, Lesson 9, SE/TE p. 131</p> <p>Inflectional Ending -ing                      • Unit 2, Lesson 10, SE/TE p. 145</p> <p>Inflectional Ending ing and ed                      • Unit 3, Lesson 13, SE/TE p. 189</p> <p><b>Teacher Table Intervention</b></p> <p>Word Study/Morphology: Inflectional Ending -s                      • Unit 1, Lesson 2, TE p. 32</p> <p style="text-align: center;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.h Develop phonics in the reading process by:                      h. reading root words with inflectional endings</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology: Inflectional Ending -ed                      • Unit 2, Lesson 9, TE p. 131</p> <p>Word Study/Morphology: Inflectional Ending -ing                      • Unit 2, Lesson 10, TE p. 145</p> <p>Word Study/Morphology: Inflectional Ending ing and ed                      • Unit 3, Lesson 13, TE p. 189</p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><i>Decodable Library</i>  <b>Word Study Skills</b>                      Inflectional Endings  <b>LEVEL C</b>                      “A Wild Ride”                      “Game Day”</p>
<p>1.RF.3.A.i Develop phonics in the reading process by:                      i. reading contractions and compound words</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;"><b>Contractions</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Word Study/Morphology</b>                      Contractions                      • Unit 2, Lesson 8, SE/TE p. 117</p> <p><b>Teacher Table Intervention</b>                      Word Study/Morphology: Contractions                      • Unit 2, Lesson 8, TE p. 118</p> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><i>Decodable Library</i>  <b>Word Study Skills</b>                      Contractions  <b>LEVEL C</b>                      “Its Show Time!”                      “Sun and Wind”</p> <hr/> <p style="text-align: center;"><b>Compound Words</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Word Study/Morphology</b>                      Compound Words                      • Unit 4, Lesson 15, SE/TE p. 219                      • Unit 5, Lesson 24, SE/TE p. 347</p> <p style="text-align: right;"><i>continued</i></p>



## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.i Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>i. reading contractions and compound words</li> </ul>	<p style="text-align: center;"><i>continued</i></p> <p>Transition to Longer Words                      (compound words)</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 21, SE/TE p. 305</li> </ul> <p><b>Teacher Table Intervention</b></p> <p>Word Study/Morphology: Compound Words</p> <ul style="list-style-type: none"> <li>• Unit 4, Lesson 15, SE/TE p. 220</li> <li>• Unit 5, Lesson 24, SE/TE p. 348</li> </ul> <p>Word Study/Morphology: Transition to Longer Words                      (compound words)</p> <ul style="list-style-type: none"> <li>• Unit 5, Lesson 21, SE/TE p. 306</li> </ul> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><i>Decodable Library</i></p> <p><b>Word Study Skills</b></p> <p>Compound Words</p> <p><b>LEVEL C</b></p> <p>“Insect Hunt Highlights”</p> <p>“Birdwatching”</p>
<p>1.RF.3.A.j Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>j. reading high frequency words</li> </ul> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>High-Frequency Words</b></p> <p>Read-Spell-Write</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, SE/TE p. 66</li> <li>• Unit 2, Lesson 11, SE/TE p. 152</li> <li>• Unit 5, Lesson 25, SE/TE p. 354</li> </ul> <p>Review/Extend</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, TE p. 69</li> <li>• Unit 2, Lesson 11, TE p. 155</li> <li>• Unit 5, Lesson 25, TE p. 357</li> </ul> <p>Review/Use in Context</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, TE p. 71</li> <li>• Unit 2, Lesson 11, TE p. 157</li> <li>• Unit 5, Lesson 25, TE p. 359</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>• Unit 1, Lesson 5, TE p. 76</li> <li>• Unit 2, Lesson 11, TE p. 162</li> <li>• Unit 5, Lesson 25, TE p. 364</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3.A.j Develop phonics in the reading process by:                      j. reading high frequency words</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Overview</i>  <b>High-Frequency Words</b>                      High-Frequency Word List: Level A                      Decodable High-Frequency Words                      Irregular High-Frequency Words</p> <p><i>Assessment</i>  <b>High-Frequency Words</b>                      Level A, Part 1                      Level A, Part 2                      Level A, Part 3</p> <ul style="list-style-type: none"> <li>Benchmark (Interactive)</li> </ul> <p><b>High-Frequency Word Assessments</b></p> <ul style="list-style-type: none"> <li>Benchmark (PDF)</li> </ul> <p><i>Differentiation Supports</i>  <b>Teacher’s Guide to High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Additional Routines</li> </ul> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i>                      “Beth’s Wish”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 9, pp. 35–36</li> </ul> <p>“What Is for Lunch?”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 10, pp. 39–40</li> </ul> <p>“Things with Wings”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 11, pp. 43–44</li> </ul> <p><b>INTERACTIVE PRACTICE BUNDLE*</b></p> <p><i>Decodable Library: Consonant Digraphs</i>                      Consonant Digraphs (<i>sh, th</i>)</p> <p><b>LEVEL A</b>                      “Beths Wish”                      “The Big Wish”</p> <p><i>Interactive Instruction and Practice</i>  <b>Connect It</b>  <b>Is It a Word?</b>  <b>Sort It</b>  <b>Build It</b>  <b>Sound It, Spell It</b></p>



## READING FOUNDATIONS (RF)

### Phonics

3 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.3.A.k Develop phonics in the reading process by:                      k. demonstrating decoding skills when reading</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p>UNIT 1: SHORT VOWELS WITH SINGLE CONSONANTS  <i>Lesson 4 Target Skill: Short u</i>  <b>Read Connected Text</b>                      “Fun in the Sun”                      • Unit 1, Lesson 4, SE/TE p. 53                      “Little Bugs, Big Bugs”                      • Unit 1, Lesson 4, SE/TE pp. 57–58</p> <p>UNIT 3: FINAL E  <i>Lesson 12 Target Skill: Final e (a_e, i_e)</i>  <b>Read Connected Text</b>                      “The Plane Ride”                      • Unit 3, Lesson 11, SE/TE p. 169                      “The Big Race”                      • Unit 3, Lesson 12, SE/TE pp. 173–174</p> <p>UNIT 5: R-CONTROLLED VOWELS, COMPLEX VOWELS, AND DIPHTHONGS  <i>Lesson 24 Target Skill: Diphthong /ou/ (ou, ow)</i>  <b>Read Connected Text</b>                      “Flowers All Around”                      • Unit 5, Lesson 24, SE/TE p. 341                      “The Parade Is in Town”                      • Unit 5, Lesson 24, SE/TE pp. 345–346</p> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i>                      “Little Bug”                      • Fluency Booster Practice Book, Lesson 4, pp. 15–16                      “Ice Is Nice!”                      • Fluency Booster Practice Book, Lesson 12, pp. 47–48                      “Up and Down”                      • Fluency Booster Practice Book, Lesson 24, pp. 95–96</p> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Assessment</i>  <b>Comprehensive Phonics Survey</b>                      • Benchmark (Interactive), Benchmark Assessments  <b>Comprehensive Phonics Survey</b>                      • Benchmark (PDF), Benchmark Assessments  <b>Reading Observation Form</b>                      • Formative, Formative Assessments</p>

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## READING FOUNDATIONS (RF)

### Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <p>“Fun in the Sun”</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 53</li> <li>“Little Bugs, Big Bugs”</li> <li>Unit 1, Lesson 4, SE/TE pp. 57–58</li> </ul> <p>“The Plane Ride”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 169</li> </ul> <p>“The Big Race”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE pp. 173–174</li> </ul> <p>“How to Make a Sandcastle”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, SE/TE p. 299</li> </ul> <p>“Pam Gets Hurt”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, SE/TE pp. 303–304</li> </ul> <p><b>Independent/Partner Work</b></p> <p>Reread Connected Text</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 53</li> <li>Unit 3, Lesson 12, TE p. 169</li> <li>Unit 5, Lesson 21, TE p. 299</li> </ul> <p><b>Home-School Connection</b></p> <p>Build Fluency                      (practice reading Take-Home Books orally with families at home/                      practice reading the five Student Fluency Sentences)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, TE p. 57</li> <li>Unit 3, Lesson 12, TE p. 173</li> <li>Unit 5, Lesson 21, TE p. 303</li> </ul> <p><b>FLUENCY BOOSTER PRACTICE BOOK</b></p> <p><i>Decodable Texts</i></p> <p>“Little Bug”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 4, pp. 15–16</li> </ul> <p>“Ice Is Nice!”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 12, pp. 47–48</li> </ul> <p>“The Birds”</p> <ul style="list-style-type: none"> <li>Fluency Booster Practice Book, Lesson 21, pp. 83–84</li> </ul> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Assessment</i></p> <p><b>Formative</b></p> <p>Fluency Assessment Guidance</p> <p><i>Differentiation Supports</i></p> <p><b>Additional Routines</b></p> <p>Teacher’s Guide to Fluency                      (Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy)</p> <p style="text-align: right;"><i>continued</i></p>

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## READING FOUNDATIONS (RF)

### Fluency

4 Understand how English is written and read.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension</p>	<p style="text-align: center;"><i>continued</i></p> <p>from Fluency to Comprehension                      Fluency Routines and Minilessons, Level A (repeated reading fluency routine and fluency minilesson for each of the Level A 30 lessons)</p> <p><i>Each Unit</i>  <b>Student and Family Resources</b>                      Student Fluency Sentences</p>
<p>1.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introduction</b>                      Blend It                      (see words with featured skill used in context sentences)</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 51</li> <li>Unit 3, Lesson 12, SE/TE p. 167</li> <li>Unit 5, Lesson 21, SE/TE p. 297</li> </ul> <p><b>Read Connected Text</b>                      (use context clues to determine or confirm the meaning of an unfamiliar word)</p> <p>“Fun in the Sun”</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE p. 53</li> </ul> <p>“Little Bugs, Big Bugs”</p> <ul style="list-style-type: none"> <li>Unit 1, Lesson 4, SE/TE pp. 57–58</li> </ul> <p>“The Plane Ride”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 169</li> </ul> <p>“The Big Race”</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE pp. 173–174</li> </ul> <p>“How to Make a Sandcastle”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, SE/TE p. 299</li> </ul> <p>“Pam Gets Hurt”</p> <ul style="list-style-type: none"> <li>Unit 5, Lesson 21, SE/TE pp. 303–304</li> </ul>



## LANGUAGE (L)

### Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p>1.L.1.B.a In written text:</p> <p>a. print legibly, using correct spacing between words and sentences</p>	<p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Differentiation Supports</i></p> <p><b>Additional Routines</b></p> <p>Letter Formation Cards                      Letter Formation Chart                      Letter Formation Instruction                      Letter Formation Practice                      Teacher’s Guide to Print Concepts,</p> <p><b>Benchmark (PDF)</b></p> <p>Comprehensive Phonics Survey</p> <p><b>Formative Assessments</b></p> <p>Cumulative Spelling Sentences</p>
<p>1.L.1.B.e In written text:</p> <p>e. spell words using regular spelling patterns</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p>UNIT 3: FINAL E</p> <p><i>Lesson 12 Target Skill: Final e (a_e, i_e)</i></p> <p><b>Introduction: Daily Practice</b></p> <p>Spell It</p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 167</li> </ul> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, TE p. 167</li> </ul> <p><b>High-Frequency Words: Read-Spell-Write</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 168</li> </ul> <p><b>Word Sort: Sort It Out</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 170</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, TE pp. 171, 173, 176, 178</li> </ul> <p><b>Dictation: Think and Write/Listen and Spell</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE p. 171/TE pp. 171-172</li> </ul> <p><b>Word Building: Make New Words</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 172</li> </ul> <p><b>Independent/Partner Work: Spell Words</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 174</li> </ul> <p><b>Dictation: Listen and Spell</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, TE p. 177</li> </ul> <p><b>Word Building: Word Ladder</b></p> <ul style="list-style-type: none"> <li>Unit 3, Lesson 12, SE/TE p. 178</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## LANGUAGE (L)

### Punctuation, Capitalization, Spelling

1 Communicate using conventions of English language.

GRADE-LEVEL EXPECTATIONS	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.L.1.B.e In written text:                      e. spell words using regular spelling patterns</p>	<p style="text-align: center;"><i>continued</i></p> <p>UNIT 5: R-CONTROLLED VOWELS, COMPLEX VOWELS, AND DIPHTHONGS  <i>Lesson 27 Target Skill: r-Controlled are, air, ear</i>  <b>Introduction: Daily Practice</b>                      Spell It  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE/TE p. 381</li> </ul> <b>Introduce Sound-Spelling</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE p. 381</li> </ul> <b>High-Frequency Words: Read-Spell-Write</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE/TE p. 382</li> </ul> <b>Word Sort: Sort It Out</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE/TE p. 384</li> </ul> <b>Sound-Spelling/Blending</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE pp. 385, 387, 390, 392</li> </ul> <b>Dictation: Think and Write/Listen and Spell</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE p. 385/TE pp. 385–386</li> </ul> <b>Word Building: Make New Words</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, SE/TE p. 386</li> </ul> <b>Independent/Partner Work: Spell Words</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE p. 388</li> </ul> <b>Dictation: Listen and Spell</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE p. 391</li> </ul> <b>Word Building: Word Ladder</b>  <ul style="list-style-type: none"> <li>Unit 5, Lesson 27, TE p. 392</li> </ul> <p><b>OTHER DIGITAL RESOURCES*</b></p> <p><i>Professional Development</i>  <b>Spelling Instructional Guide</b>  <ul style="list-style-type: none"> <li>Instructional Guides</li> </ul> <i>Assessment</i>  <b>Comprehensive Spelling Survey</b>  <ul style="list-style-type: none"> <li>Benchmark (PDF), Benchmark Assessments</li> </ul> <b>Cumulative Spelling Sentences</b>  <ul style="list-style-type: none"> <li>Formative, Formative Assessments</li> </ul> </p></p>