

# From Phonics to Reading

Correlation to the Illinois Learning Standards for English Language Arts

**Grade 1**



### Contents

Reading Standards: Foundational Skills	
Print Concepts.....	2
Phonological Awareness.....	2
Phonics and Word Recognition.....	5
Fluency.....	15

## READING STANDARDS: FOUNDATIONAL SKILLS

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>Print Concepts: Understanding How Sentences Work</b> (every sentence must begin with a capital letter and end with an end mark)</p> <p>Teacher’s Edition, Unit 1, Lesson 1, TE p. 17 Teacher’s Edition, Unit 1, Lesson 3, TE p. 45 Teacher’s Edition, Unit 1, Lesson 5, TE p. 73</p> <hr/> <p><b>Sentences</b> (a sentence starts with uppercase letters and ends with a punctuation mark)</p> <p>SadlierConnect.com, Level A, Differentiation Supports, Additional Routines, Teacher’s Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>RF.1.2 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 style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Short a</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 9</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 9</p> <p><b>Introduction: Short e</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 5, SE/TE p. 65</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 66</p> <p><b>Introduction: Single Letter Long Vowels e, i, o</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 197</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 197</p> <p><b>Introduction: Long a (ai, ay)</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 15, SE/TE p. 211</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 15, TE p. 211</p> <p><b>Introduction: Long u (u, ew, ue)</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 267</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 267</p> <p style="text-align: right;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonological Awareness**

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.2 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 style="text-align: center;"><i>continued</i></p> <p><b>Introduction: Short oo, Long oo (oo, ou, ew, ue, u_e)</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 23, SE/TE p. 325</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 23, TE p. 325</p> <hr/> <p><b>Phonemic Awareness: Distinguish Long and Short Vowel Sounds</b> Teacher’s Edition, Unit 3, Lesson 12, TE p. 173 Teacher’s Edition, Unit 3, Lesson 13, TE p. 187 Teacher’s Edition, Unit 4, Lesson 15, TE p. 217</p> <hr/> <p><b>Word Sort: Sort It Out</b> (sort words according to long and short vowel sound) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 200</p> <p><b>Word Sort: Closed Sort/Check and Discuss</b> (when a word has one vowel and it is at the end of the word, the vowel sound is long/when a word has one vowel followed by a consonant, the vowel sound is short) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 200</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>Blending Sounds</b></p> <p><b>Introduction: Short o</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 37</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 37</p> <p><b>Introduction: Short u</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 51</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 51</p> <p><b>Introduction: Short e</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 5, SE/TE p. 65</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 65</p> <hr/> <p><b>Phonemic Awareness: Oral Blending</b> Teacher’s Edition, Unit 1, Lesson 3, TE p. 37 Teacher’s Edition, Unit 1, Lesson 4, TE p. 51 Teacher’s Edition, Unit 1, Lesson 5, TE p. 65</p> <p style="text-align: center;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>Blending Sounds: Consonant Blends</b></p> <p><b>Introduction: l-Blends</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 6, SE/TE p. 81 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 81</p> <p><b>Introduction: s-Blends</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 95 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 95</p> <p><b>Introduction: r-Blends</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 109 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 109</p> <hr/> <p><b>Phonemic Awareness: Oral Blending</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 81 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 95 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 109</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Dictation: Think and Write</b> (isolate/pronounce first sound, next sound/medial vowel, and last sound in spoken single-syllable words)</p> <p>Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 13 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 14</p> <p>Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 99 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 100</p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 171 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, , TE p. 172</p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 15, SE/TE p. 215 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 15, TE p. 216</p> <p>Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 315 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 316</p> <p>Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 401 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 402</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Teacher Table Intervention: Think and Write</b> (isolate and pronounce the first sound/move from sound to sound)</p> <p>Teacher’s Edition, Unit 1, Lesson 1, TE p. 14                      Teacher’s Edition, Unit 2, Lesson 9, TE p. 128                      Teacher’s Edition, Unit 3, Lesson 12, TE p. 172                      Teacher’s Edition, Unit 4, Lesson 15, TE p. 216                      Teacher’s Edition, Unit 5, Lesson 22, TE p. 316                      Teacher’s Edition, Unit 6, Lesson 28, TE p. 402</p>
<p>RF.1.2 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><b>Phonemic Awareness: Oral Segmentation</b> (segment each word sound by sound/count sounds)</p> <p>Teacher’s Edition, Unit 1, Lesson 2, TE p. 27                      Teacher’s Edition, Unit 2, Lesson 9, TE p. 127                      Teacher’s Edition, Unit 3, Lesson 12, TE p. 171                      Teacher’s Edition, Unit 4, Lesson 15, TE p. 215                      Teacher’s Edition, Unit 5, Lesson 22, TE p. 315                      Teacher’s Edition, Unit 6, Lesson 28, TE p. 401</p> <p><b>Teacher Table Intervention: Think and Write</b> (orally segment words)</p> <p>Teacher’s Edition, Unit 1, Lesson 2, TE p. 28                      Teacher’s Edition, Unit 2, Lesson 9, TE p. 128                      Teacher’s Edition, Unit 3, Lesson 12, TE p. 172                      Teacher’s Edition, Unit 4, Lesson 15, TE p. 216                      Teacher’s Edition, Unit 5, Lesson 22, TE p. 316                      Teacher’s Edition, Unit 6, Lesson 28, TE p. 402</p>

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Digraphs sh, th</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 123</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 123</p> <p><b>Introduction: Digraphs ch, tch, wh</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 137</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 137</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction: Digraphs ng, nk</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 151 <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 151</p> <p><b>Learning Center: Spelling with Digraphs</b> Teacher’s Edition, Unit 2, Lesson 9, TE p. 124 Teacher’s Edition, Unit 2, Lesson 11, TE p. 152 <b>Learning Center: Sound-Spelling Connection</b> Teacher’s Edition, Unit 2, Lesson 10, TE p. 138</p> <p><b>Read Connected Text: “This and That”</b> Interact with the Text (mark words with digraphs) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 125 <b>Read Connected Text: “Our Dog Butch”</b> Interact with the Text (mark words with digraphs) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 139 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 139 <b>Read Connected Text: “The Rink”</b> Interact with the Text (mark words with digraphs) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 153 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 153</p> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 126 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 126 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 140 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 140 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 154 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 154</p> <p><b>Dictation: Think and Write</b> (connect each sound to a spelling) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 127 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 128</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 141 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 142 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 156</p> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 128 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 128 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 142 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 142 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 156 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 156</p> <p><b>Teacher Table Intervention: Think and Write</b> (read words with digraphs) Teacher’s Edition, Unit 2, Lesson 9, TE p. 128 Teacher’s Edition, Unit 2, Lesson 10, TE p. 142 Teacher’s Edition, Unit 2, Lesson 11, TE p. 156</p> <p><b>Independent/Partner Work: Spell Words</b> Teacher’s Edition, Unit 2, Lesson 9, TE p. 130 Teacher’s Edition, Unit 2, Lesson 10, TE p. 144 Teacher’s Edition, Unit 2, Lesson 11, TE p. 158</p> <p><b>Independent Practice: Read and Write</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 132 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 132 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 146 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 146 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 160 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 160</p> <p><b>Independent/Partner Work: Word Building</b> Teacher’s Edition, Unit 2, Lesson 9, TE p. 133 Teacher’s Edition, Unit 2, Lesson 10, TE p. 147 Teacher’s Edition, Unit 2, Lesson 11, TE p. 161</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Independent/Partner Work: Word Building</b>                      Teacher’s Edition, Unit 2, Lesson 9, TE p. 133                      Teacher’s Edition, Unit 2, Lesson 10, TE p. 147                      Teacher’s Edition, Unit 2, Lesson 11, TE p. 161</p> <p><b>Word Building: Word Ladder</b>                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 134                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 134                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 148                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 148                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 162                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 162</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Short o</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 37  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 37</p> <p><b>Introduction: Single Letter Long Vowels e, i, o</b>                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 197  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 197</p> <p><b>Introduction: r-Controlled or, ore, oar</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 311  <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 311</p> <p><b>Read Connected Text: “Bob’s Job”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 39  <b>Read Connected Text: Connected Text/Interact with the Text</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 39</p> <p><b>Read Connected Text: “Bo’s First Day”</b>                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 199  <b>Read Connected Text: Connected Text/Interact with the Text</b>                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 199</p> <p style="text-align: center;"><i>continued</i></p>



**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.                      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><b>Read Connected Text: “Sports Fans”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 313  <b>Read Connected Text: Connected Text/Interact with the Text</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 313</p> <hr/> <p><b>Dictation: Think and Write/Listen and Spell</b>                      (connect each sound to a spelling)                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 41  <b>Think and Write</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 42  <b>Listen and Spell</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 47                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 201  <b>Think and Write</b>                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 202  <b>Listen and Spell</b>                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 207                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 315  <b>Think and Write</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 316  <b>Listen and Spell</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 321</p> <hr/> <p><b>Word Building: Make New Words</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 42                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 42                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 202                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 202                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 316                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 316</p> <hr/> <p><b>Teacher Table Intervention: Think and Write</b>                      Teacher’s Edition, Unit 1, Lesson 3, TE p. 42                      Teacher’s Edition, Unit 4, Lesson 14, TE p. 202                      Teacher’s Edition, Unit 5, Lesson 22, TE p. 316</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.                      b. Decode regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Take-Home Book: “Frog”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE pp. 43–44  <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 44</p> <p><b>Take-Home Book: “The New School”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 15–16  <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b>                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 204</p> <p><b>Take-Home Book: “Stores at the Mall”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 15–16  <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 318</p> <p><b>Independent/Partner Work: Spell Words</b>                      (complete the Spell It activity in Daily Practice)                      Teacher’s Edition, Unit 1, Lesson 3, TE p. 44                      Teacher’s Edition, Unit 4, Lesson 14, TE p. 204                      Teacher’s Edition, Unit 5, Lesson 22, TE p. 318</p> <p><b>Independent Practice: Read and Write</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 46                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 46                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 206                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 206                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 320                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 320</p> <p><b>Word Building: Word Ladder</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 48                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 48                      Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 208                      Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 208                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 322                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 322</p>

Sadlier and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Final e</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 167</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 167</p> <p><b>Introduction: Long e (ee, ea)</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 225</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 225</p> <p><b>Introduction: Long o (oa, ow)</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 239</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 239</p> <hr/> <p><b>Learning Center: Spelling Patterns</b> Teacher’s Edition, Unit 3, Lesson 12, TE p. 168</p> <p><b>Learning Center: Draw and Write</b> Teacher’s Edition, Unit 4, Lesson 16, TE p. 226</p> <p><b>Learning Center: Word Clues</b> Teacher’s Edition, Unit 4, Lesson 17, TE p. 240</p> <hr/> <p><b>Read Connected Text: “The Plane Ride”</b> Interact with the Text (mark words with long vowel sounds) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 169</p> <p><b>Read Connected Text: “Good Deeds”</b> Interact with the Text (mark words with long vowel sounds) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 227</p> <p>Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 227</p> <p><b>Read Connected Text: “Let’s Go Camping”</b> Interact with the Text (mark words with long vowel sounds) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 241</p> <p>Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 241</p> <hr/> <p><b>Word Sort: Sort It Out</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 170</p> <p>Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 170</p> <p style="text-align: right;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 228 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 228</p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 242 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 242</p> <p><b>Dictation: Think and Write</b> (connect each sound to a spelling)</p> <p>Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 127 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 128</p> <p>Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 141 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 142</p> <p>Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 156</p> <p><b>Word Building: Make New Words</b></p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 171 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 172</p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 229 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 230</p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 243 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 244</p> <p><b>Teacher Table Intervention: Think and Write</b> (connect each sound with a spelling)</p> <p>Teacher’s Edition, Unit 3, Lesson 12, TE p. 172 Teacher’s Edition, Unit 4, Lesson 16, TE p. 230 Teacher’s Edition, Unit 4, Lesson 17, TE p. 244</p> <p><b>Independent Practice: Read and Write</b></p> <p>Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 176 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 176</p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 234 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 234</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 248 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 248</p> <p><b>Independent/Partner Work: Word Building</b> Teacher’s Edition, Unit 3, Lesson 12, TE p. 177 Teacher’s Edition, Unit 4, Lesson 16, TE p. 235 Teacher’s Edition, Unit 4, Lesson 17, TE p. 249</p> <p><b>Word Building: Word Ladder</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 178 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 178 Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 236 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 236 Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 17, SE/TE p. 250 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 17, TE p. 250</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><b>Word Study/Morphology: Transition to Longer Words</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 20, SE/TE p. 291</p> <p><b>Word Study/Morphology: Transition to Longer Words</b> (every syllable in a word has only one vowel sound) Teacher’s Edition, Unit 5, Lesson 20, TE p. 291</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Delete Syllables</b> (clap/count the number syllables in a word) Teacher’s Edition, Unit 5, Lesson 25, TE p. 359 Teacher’s Edition, Unit 5, Lesson 26, TE p. 373 Teacher’s Edition, Unit 5, Lesson 27, TE p. 387</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Delete and Add Syllables</b> (clap/count the number syllables in a word) Teacher’s Edition, Unit 6, Lesson 28, TE p. 403 Teacher’s Edition, Unit 6, Lesson 29, TE p. 417 Teacher’s Edition, Unit 6, Lesson 30, TE p. 431</p> <p><b>Activity Type 4: Oral Segmentation Routine: Syllables</b> (say or clap a word by syllables/explain that each syllable has one vowel sound or “chin drop”) SadlierConnect.com, Level A, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 3</p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><b>Word Study: Transition to Longer Words</b> (decode two-syllable words by breaking the words into syllables) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 20, SE/TE p. 291 Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 305 Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 405</p> <p><b>Word Study: Transition to Longer Words</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 20, TE p. 291 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 305 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 405</p> <p><b>Sound-Spelling/Blending: Word Study: Transition to Longer Words</b> (divide words into syllables) Teacher’s Edition, Unit 5, Lesson 20, TE p. 292 Teacher’s Edition, Unit 5, Lesson 21, TE p. 306 Teacher’s Edition, Unit 6, Lesson 28, TE p. 406</p> <p><b>Teacher Table Intervention: Word Study: Transition to Longer Words</b> (divide words into syllables) Teacher’s Edition, Unit 5, Lesson 20, TE p. 292 Teacher’s Edition, Unit 5, Lesson 21, TE p. 306 Teacher’s Edition, Unit 6, Lesson 28, TE p. 406</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Read words with inflectional endings.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Word Study/Morphology: Inflectional Ending –ing</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 145 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 145</p> <p><b>Word Study/Morphology: Inflectional Ending –ing and –ed</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 189 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 189</p> <p><b>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 375 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 375</p> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Ending –ing</b> Teacher’s Edition, Unit 2, Lesson 10, TE p. 146</p> <p style="text-align: right;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Ending -ing and -ed</b> Teacher’s Edition, Unit 3, Lesson 13, TE p. 190</p> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Endings (Review)</b> Teacher’s Edition, Unit 5, Lesson 26, TE p. 376</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>High-Frequency Words: Read-Spell-Write</b> (come, some) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 5, SE/TE p. 66 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 66</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (said, there, where) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 110 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 110</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (could, would) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 268 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 268</p> <p><b>Irregular High-Frequency Words</b> SadlierConnect.com, Level A, Overview, High-Frequency Words</p>

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Read Connected Text: “Fun in the Sun”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 53 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 53</p> <p><b>Read Connected Text: “The Plane Ride”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 169</p> <p><b>Read Connected Text: “How to Make a Sandcastle”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Take-Home Book: “Little Bugs, Big Bugs”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 57–58  <b>Read Connected Text: Take-Home Book: Check Comprehension</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 58</p> <p><b>Take-Home Book: “The Big Race”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE pp. 173–174  <b>Read Connected Text: Take-Home Book: Check Comprehension</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 174</p> <p><b>Take-Home Book: “Pam Gets Hurt”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE pp. 303–304  <b>Read Connected Text: Take-Home Book: Check Comprehension</b>                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 304</p> <hr/> <p><b>Decodable Text: “Little Bug”</b>                      Fluency Booster Practice Book, Lessons 1-5, Lesson 4: Short u  <b>“Little Bug” Lesson Plan</b>                      After Reading: Comprehension Questions                      SadlierConnect.com, Fluency Booster Practice Book, Lessons 1-5, Decodable Text Lesson Plan, Lesson 4: Short u</p> <p><b>Decodable Text: “Ice Is Nice!”</b>                      Fluency Booster Practice Book, Lesson 12: Final e (a_e, i_e)  <b>“Ice Is Nice!” Lesson Plan</b>                      After Reading: Comprehension Questions                      SadlierConnect.com, Fluency Booster Practice Book, Lessons 12-13, Decodable Text Lesson Plan, Lesson 12: Final e (a_e, i_e)</p> <p><b>Decodable Text: “The Birds”</b>                      Fluency Booster Practice Book, Lessons 20-27, Lesson 21: r-Controlled er, ir, ur  <b>“The Birds” Lesson Plan</b>                      After Reading: Comprehension Questions                      SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 21: r-Controlled er, ir, ur</p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).



## READING STANDARDS: FOUNDATIONAL SKILLS

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Read Connected Text: “Fun in the Sun”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 53                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 53</p> <p><b>Read Connected Text: “The Plane Ride”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 169</p> <p><b>Read Connected Text: “How to Make a Sandcastle”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <p><b>Independent/Partner Work: Reread Connected Text</b>                      Teacher’s Edition, Unit 1, Lesson 4, TE p. 53                      Teacher’s Edition, Unit 3, Lesson 12, TE p. 169                      Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <p><b>Home-School Connection: Build Fluency</b>                      (read Take-Home Book with their families)                      Teacher’s Edition, Unit 1, Lesson 4, TE p. 57                      Teacher’s Edition, Unit 3, Lesson 12, TE p. 173                      Teacher’s Edition, Unit 5, Lesson 21, TE p. 303</p> <p><b>Take-Home Book: “Little Bugs, Big Bugs”</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 57–58</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 58</p> <p><b>Read Connected Text: Take-Home Book: Second Read (Develop Fluency)</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 61</p> <p><b>Take-Home Book: “The Big Race”</b>                      Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE pp. 173–174</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 174</p> <p><b>Read Connected Text: Take-Home Book: Second Read (Develop Fluency)</b>                      Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 177</p> <p><b>Take-Home Book: “Pam Gets Hurt”</b>                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE pp. 303–304</p> <p style="text-align: right;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 304 <b>Read Connected Text: Take-Home Book: Second Read (Develop Fluency)</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 307</p> <p><b>Decodable Text: “Little Bug”</b> Fluency Booster Practice Book, Lessons 1-5, Lesson 4: Short u <b>“Little Bug” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 1-5, Decodable Text Lesson Plan, Lesson 4: Short u</p> <p><b>Decodable Text: “Ice Is Nice!”</b> Fluency Booster Practice Book, Lesson 12: Final e (a_e, i_e) <b>“Ice Is Nice!” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 12-13, Decodable Text Lesson Plan, Lesson 12: Final e (a_e, i_e)</p> <p><b>Decodable Text: “The Birds”</b> Fluency Booster Practice Book, Lessons 20-27, Lesson 21: r-Controlled er, ir, ur <b>“The Birds” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 21: r-Controlled er, ir, ur</p> <p><b>Teacher’s Guide to Fluency</b> Supporting Fluency Development: Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level A, Differentiation Supports, Additional Routines</p>
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Short u</b> (see words with featured skill used in context sentences) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 51 <b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 51</p> <p><b>Introduction: Long i (y, igh)</b> (see words with featured skill used in context sentences) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 253</p> <p style="text-align: center;"><i>continued</i></p>

Sadlier and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 253</p> <p><b>Introduction: Diphthong /ou/ (ou, ow)</b> (see words with featured skill used in context sentences) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 339</p> <p><b>Introduce Sound-Spelling: Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 339</p> <hr/> <p><b>Read Connected Text: “Fun in the Sun”</b> (use context clues to determine or confirm the meaning of an unfamiliar word) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 53</p> <p><b>Read Connected Text: “Fun in the Sun”</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 53</p> <p><b>Read Connected Text: “The Plane Ride”</b> (use context clues to determine or confirm the meaning of an unfamiliar word) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169</p> <p><b>Read Connected Text: “The Plane Ride”</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 169</p> <p><b>Read Connected Text: “How to Make a Sandcastle”</b> (use context clues to determine or confirm the meaning of an unfamiliar word) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299</p> <p><b>Read Connected Text: “How to Make a Sandcastle”</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <hr/> <p><b>Take-Home Book: “What Are These Things?”</b> (use context clues to determine or confirm the meaning of an unfamiliar word) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 6, SE/TE pp. 87–88</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 88</p> <p><b>Take-Home Book: “Let’s Make Music!”</b> (use context clues to determine or confirm the meaning of an unfamiliar word) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274\</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 274</p> <p><b>Take-Home Book: “My Super Silly Story”</b> (use context clues to determine or confirm the meaning of an unknown word) Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE pp. 431–432</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 432</p>