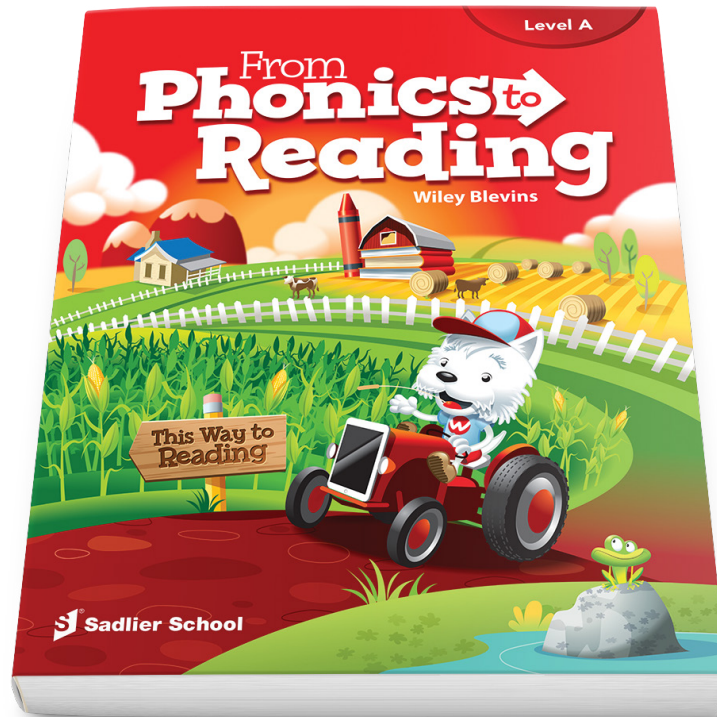


# From Phonics to Reading

Correlation to the South Carolina College- and Career-Ready English Language Arts Standards JANUARY 2023

**Grade 1**



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### Foundations of Literacy

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<b>ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.</b>	
ELA.1.F.1.1 <i>There is not an indicator for first grade.</i>	
ELA.1.F.1.2 Produce alliterative spoken words.	<p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Alliteration (circle the initial letter of words that begin with the same sound/use the words to produce alliterative sentences or phrases)—TE pp. 29, 57</li> </ul>
ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Interact with the Text (draw a box around the words that rhyme)—pp. 11, 83, 97, 111, 183, 199, 213, 227, 241, 255, 285, 313, 327, 355, 369, 383, 399, 413</li> </ul> <p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (which words rhyme?)—TE p. 11</li> </ul> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize and Produce Rhyme—TE pp. 15, 43, 71</li> </ul>
<p>ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.</p> <p>INDICATOR INSIGHT: Delete: “Say ‘rainbow.’ Say it again but don’t say ‘rain.’” Add: “Say ‘cow.’ Say it again and add ‘boy.’”</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Compound Words—pp. 219, 275, 347</li> </ul> <p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Phonemic Manipulation: Delete Syllables (delete syllables to make new words)—TE pp. 359, 373, 387</li> <li>Phonemic Manipulation: Add Syllables (add syllables to words to make new words)—TE pp. 378, 385</li> <li>Phonemic Manipulation: Delete and Add Syllables (delete and add syllables to make new words)—TE p. 403, 431</li> </ul>
ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.	<p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Lesson 1, TE p. 15; Lesson TE p. 43; Lesson 5, TE p. 71; Lesson 7, TE p. 101; Lesson 9, TE p. 129</li> </ul>
ELA.1.F.1.6 <i>There is not an indicator for first grade.</i>	

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.

INDICATOR INSIGHT:

Delete: "Say 'slap.' Now say it again without the /s/."

Add: "Say 'lap.' Now say it again and add /s/."

Substitute: "Say 'slap.' Now say it again and change /sl/ to /tr/."

LEVEL A/GR. 1 TEACHER EDITION (PRINT/eBOOK)

#### Phonemic Awareness

- Phonemic Manipulation: Add Sounds (add sounds to words to make new words)—TE pp. 101, 129, 183, 259, 287, 301, 308, 315, 322, 371
- Phonemic Manipulation: Substitute Sounds (substitute sounds to make new words)—TE pp. 203, 245, 292, 306, 320
- Phonemic Manipulation: Delete Sounds (delete sounds to make new words)—TE pp. 231, 273, 331, 345

### ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).

See Level K

ELA.1.F.2.2 *There is not an indicator for first grade.*

ELA.1.F.2.3 *There is not an indicator for first grade.*

ELA.1.F.2.4 *There is not an indicator for first grade.*

ELA.1.F.2.5 *There is not an indicator for first grade.*

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

ELA.1.F.3.1 *There is not an indicator for first grade.*

ELA.1.F.3.2 *There is not an indicator for first grade.*

ELA.1.F.3.3 *There is not an indicator for first grade.*

ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to:

- decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position;

LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

Lessons

#### Unit 2 Short Vowels with Blends and Digraphs

- Lesson 6 l-Blends—pp. 81–94
- Lesson 7 s-Blends—pp. 95–108
- Lesson 8 r-Blends—pp. 109–122

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

#### Unit 3 Final e

- Lesson 12 a\_e, i\_e—pp. 167-180
- Lesson 13 o\_e, u\_e, e\_e—pp. 181-194

#### Lesson Activities

#### Introduction

- Learn and Blend/Blend It (decode regularly spelled one-syllable words)
  - Lesson 1, p. 9; Lesson 2, p. 23; Lesson 3, p. 37; Lesson 4, p. 51; Lesson 5, p. 65; Lesson 6, p. 81; Lesson 7, p. 95; Lesson 8, p. 109; Lesson 9, p. 123; Lesson 10, p. 137; Lesson 11, p. 151; Lesson 12, p. 167; Lesson 13, p. 181; Lesson 14, p. 197; Lesson 15, p. 211; Lesson 16, p. 225; Lesson 17, p. 239; Lesson 18, p. 253; Lesson 19, p. 267; Lesson 20, p. 283; Lesson 21, p. 297; Lesson 22, p. 311; Lesson 23, p. 325; Lesson 24, p. 339; Lesson 25, p. 353; Lesson 26, p. 367; Lesson 27, p. 381; Lesson 28, p. 397; Lesson 29, p. 411; Lesson 30, p. 425

#### Read Connected Text

- Connected Text (decode regularly spelled one-syllable words)
  - Lesson 1, p. 11; Lesson 2, p. 25; Lesson 3, p. 39; Lesson 4, p. 53; Lesson 5, p. 67; Lesson 6, p. 83; Lesson 7, p. 97; Lesson 8, p. 111; Lesson 9, p. 125; Lesson 10, p. 139; Lesson 11, p. 153; Lesson 12, p. 169; Lesson 13, p. 183; Lesson 14, p. 199; Lesson 15, p. 213; Lesson 16, p. 227; Lesson 17, p. 241; Lesson 18, p. 255; Lesson 19, p. 269; Lesson 20, p. 285; Lesson 21, p. 299; Lesson 22, p. 313; Lesson 23, p. 327; Lesson 24, p. 341; Lesson 25, p. 355; Lesson 26, p. 369; Lesson 27, p. 383; Lesson 28, p. 399; Lesson 29, p. 413; Lesson 30, p. 427
- Take-Home Books (decode regularly spelled one-syllable words)
  - Lesson 1, pp. 15-16; Lesson 2, pp. 29-30; Lesson 3, pp. 43-44; Lesson 4, pp. 57-58; Lesson 5, pp. 71-72; Lesson 6, pp. 87-88; Lesson 7, pp. 101-102; Lesson 8, pp. 115-116; Lesson 9, pp. 129-130; Lesson 10, pp. 143-144; Lesson 11, pp. 157-158; Lesson 12, pp. 173-174; Lesson 13, pp. 187-188; Lesson 14, pp. 203-204; Lesson 15, pp. 217-218; Lesson 16, pp. 231-232; Lesson 17, pp. 245-246; Lesson 18, pp. 259-260; Lesson 19, p. 73-274; Lesson 20, pp. 289-290; Lesson 21, pp. 303-304; Lesson 22, pp. 317-318; Lesson 23, pp. 331-332; Lesson 4, pp. 345-346; Lesson 25, pp. 359-360; Lesson 26, pp. 373-374; Lesson 27, pp. 387-388; Lesson 28, pp. 403-404; Lesson 29, pp. 417-418; Lesson 30, pp. 431-432

#### Dictation

- Think and Write/Listen and Spell (encode regularly spelled one-syllable words)
  - Lesson 1, p. 13; Lesson 2, p. 27; Lesson 3, p. 41; Lesson 4, p. 55; Lesson 5, p. 69; Lesson 6, p. 85; Lesson 7, p. 99; Lesson 8, p. 113; Lesson 9, p. 127; Lesson 10, p. 141; Lesson 11, p. 155;

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

Lesson 12, p. 171; Lesson 13, p. 185; Lesson 14, p. 201; Lesson 15, p. 215; Lesson 16, p. 229; Lesson 17, p. 243; Lesson 18, p. 257; Lesson 19, p. 271; Lesson 20, p. 287; Lesson 21, p. 301; Lesson 22, p. 315; Lesson 23, p. 329; Lesson 24, p. 343; Lesson 25, p. 357; Lesson 26, p. 371; Lesson 27, p. 385; Lesson 28, p. 401; Lesson 29, p. 415; Lesson 30, p. 429

#### Writing Extension

- Write About It (encode regularly spelled one-syllable words)
  - Lesson 1, p. 22; Lesson 2, p. 35; Lesson 3, p. 49; Lesson 4, p. 63; Lesson 5, p. 77; Lesson 6, p. 93; Lesson 7, p. 107; Lesson 8, p. 121; Lesson 9, p. 135; Lesson 10, p. 149; Lesson 11, p. 163; Lesson 12, p. 179; Lesson 13, p. 193; Lesson 14, p. 209; Lesson 15, p. 223; Lesson 16, p. 237; Lesson 17, p. 251; Lesson 18, p. 265; Lesson 19, p. 279; Lesson 20, p. 295; Lesson 21, p. 309; Lesson 22, p. 323; Lesson 23, p. 337; Lesson 24, p. 351; Lesson 25, p. 365; Lesson 26, p. 379; Lesson 27, p. 393; Lesson 28, p. 409; Lesson 29, p. 423; Lesson 30, p. 437

LEVEL A/GR. 1 TEACHER EDITION (PRINT/eBOOK)

#### Introduce Sound-Spelling

- Learn and Blend/Blend It (read aloud/use lesson skill to decode regularly spelled one-syllable words)
  - Lesson 1, TE p. 9; Lesson 2, TE p. 23; Lesson 3, TE p. 37; Lesson 4, TE p. 51; Lesson 5, TE p. 65; Lesson 6, TE p. 81; Lesson 7, TE p. 95; Lesson 8, TE p. 109; Lesson 9, TE p. 123; Lesson 10, TE p. 137; Lesson 11, TE p. 151; Lesson 12, TE p. 167; Lesson 13, TE p. 181; Lesson 14, TE p. 197; Lesson 15, TE p. 211; Lesson 16, TE p. 225; Lesson 17, TE p. 239; Lesson 18, TE p. 253; Lesson 19, TE p. 267; Lesson 20, TE p. 283; Lesson 21, TE p. 297; Lesson 22, TE p. 311; Lesson 23, TE p. 325; Lesson 24, TE p. 339; Lesson 25, TE p. 353; Lesson 26, TE p. 367; Lesson 27, TE p. 381; Lesson 28, TE p. 397; Lesson 29, TE p. 411; Lesson 30, TE p. 425

#### Dictation

- [Day 2] Think and Write (connect phonics skills to writing)
  - Lesson 1, TE p. 14; Lesson 2, TE p. 28; Lesson 3, TE p. 42; Lesson 4, TE p. 56; Lesson 5, TE p. 70; Lesson 6, TE p. 86; Lesson 7, TE p. 100; Lesson 8, TE p. 114; Lesson 9, TE p. 128; Lesson 10, TE p. 142; Lesson 11, TE p. 156; Lesson 12, TE p. 172; Lesson 13, TE p. 186; Lesson 14, TE p. 202; Lesson 15, TE p. 216; Lesson 16, TE p. 230; Lesson 17, TE p. 244; Lesson 18, TE p. 258; Lesson 19, TE p. 272; Lesson 20, TE p. 288; Lesson 21, TE p. 302; Lesson 22, TE p. 316; Lesson 23, TE p. 330; Lesson 24, TE p. 344; Lesson 25, TE p. 358; Lesson 26, TE p. 372; Lesson 27, TE p. 386; Lesson 28, TE p. 402; Lesson 29, TE p. 416; Lesson 30, TE p. 430

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<ul style="list-style-type: none"> <li>• [Day 4] Listen and Spell (encode regularly spelled one-syllable words/analyze spelling errors/provide corrective feedback)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 19; Lesson 2, TE p. 33; Lesson 3, TE p. 47; Lesson 4, TE p. 61; Lesson 5, TE p. 75; Lesson 6, TE p. 91; Lesson 7, TE p. 105; Lesson 8, TE p. 119; Lesson 9, TE p. 133; Lesson 10, TE p. 147; Lesson 11, TE p. 161; Lesson 12, TE p. 177; Lesson 13, TE p. 191; Lesson 14, TE p. 207; Lesson 15, TE p. 221; Lesson 16, TE p. 235; Lesson 17, TE p. 249; Lesson 18, TE p. 263; Lesson 19, TE p. 277; Lesson 20, TE p. 293; Lesson 21, TE p. 307; Lesson 22, TE p. 321; Lesson 23, TE p. 335; Lesson 24, TE p. 349; Lesson 25, TE p. 363; Lesson 26, TE p. 377; Lesson 27, TE p. 391; Lesson 28, TE p. 407; Lesson 29, TE p. 421; Lesson 30, TE p. 435</li> </ul> </li> </ul>
<p>b. decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); and</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</b></p> <ul style="list-style-type: none"> <li>• Lesson 20 r-Controlled <i>ar</i>—pp. 283–296</li> <li>• Lesson 21 r-Controlled <i>er, ir, ur</i>—pp. 297–310</li> <li>• Lesson 22 r-Controlled <i>or, ore, oar</i>—pp. 311–324</li> <li>• Lesson 27 r-Controlled <i>are, air, ear</i>—pp. 381–394</li> </ul>
<p>c. decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant -le), including compound words that fit multiple syllable types.*</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <i>Lessons</i>  <b>Unit 2 Short Vowels with Blends and Digraphs</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 l-Blends (Challenge)—pp. 81–94</li> <li>• Lesson 7 s-Blends (Challenge)—pp. 95–108</li> <li>• Lesson 8 r-Blends (Challenge)—pp. 109–122</li> </ul> <p><b>Unit 3 Final e</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 a_e, i_e (Challenge)—pp. 167–180</li> <li>• Lesson 13 o_e, u_e, e_e (Challenge)—pp. 181–194</li> </ul> <p><i>Lesson Activities</i>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Blend It             <ul style="list-style-type: none"> <li>○ Introduce (decode two-syllable words)                 <ul style="list-style-type: none"> <li>▪ Lesson 11, p. 151; Lesson 16, p. 225; Lesson 17, p. 239; Lesson 19, p. 267; Lesson 25, p. 353; Lesson 30, p. 425</li> </ul> </li> <li>○ Challenge (decode two-syllable words)                 <ul style="list-style-type: none"> <li>▪ Lesson 11, p. 151; Lesson 12, p. 167; Lesson 14, p. 197; Lesson 15, p. 211; Lesson 16, p. 225; Lesson 17, p. 239; Lesson 18, p. 253; Lesson 19, p. 283; Lesson 20, p. 283; Lesson 21, p. 297; Lesson 22, p. 311; Lesson 23, p. 325; Lesson 24, p. 339; Lesson 25, p. 353; Lesson 26, p. 367; Lesson 27, p. 381; Lesson 28, p. 397; Lesson 29, p. 411; Lesson 30, p. 425</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Compound Words—pp. 219, 275, 347</li> </ul> <p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>Learn and Blend/Blend It (chorally read/decode two-syllable words by putting together sounds)             <ul style="list-style-type: none"> <li>Lesson 11, TE p. 151; Lesson 12, TE p. 167; Lesson 14, TE p. 197; Lesson 15, TE p. 211; Lesson 16, TE p. 225; Lesson 17, TE p. 239; Lesson 18, TE p. 253; Lesson 19, TE p. 283; Lesson 20, TE p. 283; Lesson 21, TE p. 297; Lesson 22, TE p. 311; Lesson 23, TE p. 325; Lesson 24, TE p. 339; Lesson 25, TE p. 353; Lesson 26, TE p. 367; Lesson 27, TE p. 381; Lesson 28, TE p. 397; Lesson 29, TE p. 411; Lesson 30, TE p. 425</li> </ul> </li> </ul> <p><b>Sound-Spelling Blending</b></p> <ul style="list-style-type: none"> <li>Cumulative Quick Check (decode two-syllable words)             <ul style="list-style-type: none"> <li>Lesson 11, TE p. 160; Lesson 12, TE p. 176; Lesson 13, TE p. 190; Lesson 14, TE p. 206; Lesson 15, TE p. 220; Lesson 16, TE p. 234; Lesson 17, TE p. 248; Lesson 18, TE p. 262; Lesson 19, TE p. 276; Lesson 20, TE p. 292; Lesson 21, TE p. 306; Lesson 22, TE p. 320; Lesson 23, TE p. 334; Lesson 24, TE p. 348; Lesson 25, TE p. 362; Lesson 26, TE p. 376; Lesson 27, TE p. 390; Lesson 28, TE p. 406; Lesson 29, TE p. 420; Lesson 30, TE p. 434</li> </ul> </li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Endings (decode two-syllable words)—TE pp. 146, 190</li> <li>Prefixes—TE pp. 206, 320</li> <li>Compound Words—TE pp. 220, 276, 348</li> <li>Short e Spelled ea—TE p. 234</li> <li>Comparatives and Superlatives—TE p. 262</li> <li>Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p>ELA.1.F.3.5 <i>There is not an indicator for first grade.</i></p>	
<p>ELA.1.F.3.6 Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>Make New Words             <ul style="list-style-type: none"> <li>Lesson 1, p. 14; Lesson 2, p. 28; Lesson 3, p. 42; Lesson 4, p. 56; Lesson 5, p. 70; Lesson 6, p. 86; Lesson 7, p. 100; Lesson 8, p. 114; Lesson 9, p. 128; Lesson 10, p. 142; Lesson 11, p. 156; Lesson 12, p. 172; Lesson 13, p. 186; Lesson 14, p. 202; Lesson 15, p. 216; Lesson 16, p. 230; Lesson 17, p. 244; Lesson 18, p. 258; Lesson 19, p. 272; Lesson 20, p. 288; Lesson 21, p. 302; Lesson 22, p. 316; Lesson 23, p. 330; Lesson 24, p. 344; Lesson 25, p. 358; Lesson 26, p. 372; Lesson 27, p. 386; Lesson 28, p. 402; Lesson 29, p. 416; Lesson 30, p. 430</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<ul style="list-style-type: none"> <li>• Word Ladder             <ul style="list-style-type: none"> <li>○ Lesson 1, p. 20; Lesson 2, p. 34; Lesson 3, p. 48; Lesson 4, p. 62; Lesson 5, p. 76; Lesson 6, p. 92; Lesson 7, p. 106; Lesson 8, p. 120; Lesson 9, p. 134; Lesson 10, p. 148; Lesson 11, p. 162; Lesson 12, p. 178; Lesson 13, p. 192; Lesson 14, p. 208; Lesson 15, p. 222; Lesson 16, p. 236; Lesson 17, p. 250; Lesson 18, p. 264; Lesson 19, p. 278; Lesson 20, p. 294; Lesson 21, p. 308; Lesson 22, p. 322; Lesson 23, p. 336; Lesson 24, p. 350; Lesson 25, p. 364; Lesson 26, p. 378; Lesson 27, p. 392; Lesson 28, p. 408; Lesson 29, p. 422; Lesson 30, p. 436</li> </ul> </li> </ul> <p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Building             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 17; Lesson 2, TE p. 31; Lesson 3, TE p. 45; Lesson 4, TE p. 59; Lesson 5, TE p. 73; Lesson 6, TE p. 89; Lesson 7, TE p. 103; Lesson 8, TE p. 117; Lesson 9, TE p. 131; Lesson 10, TE p. 145; Lesson 11, TE p. 159; Lesson 12, TE p. 175; Lesson 13, TE p. 189; Lesson 14, TE p. 205; Lesson 15, TE p. 219; Lesson 16, TE p. 233; Lesson 17, TE p. 247; Lesson 18, TE p. 261; Lesson 19, TE p. 275; Lesson 20, TE p. 291; Lesson 21, TE p. 305; Lesson 22, TE p. 319; Lesson 23, TE p. 333; Lesson 24, TE p. 347; Lesson 25, TE p. 361; Lesson 26, TE p. 375; Lesson 27, TE p. 389; Lesson 28, TE p. 405; Lesson 29, TE p. 419; Lesson 30, TE p. 433</li> </ul> </li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• Word Building             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 19; Lesson 2, TE p. 33; Lesson 3, TE p. 47; Lesson 4, TE p. 61; Lesson 5, TE p. 75; Lesson 6, TE p. 91; Lesson 7, TE p. 105; Lesson 8, TE p. 119; Lesson 9, TE p. 133; Lesson 10, TE p. 147; Lesson 11, TE p. 161; Lesson 12, TE p. 177; Lesson 13, TE p. 191; Lesson 14, TE p. 207; Lesson 15, TE p. 221; Lesson 16, TE p. 235; Lesson 17, TE p. 249; Lesson 18, TE p. 263; Lesson 19, TE p. 277; Lesson 20, TE p. 293; Lesson 21, TE p. 307; Lesson 22, TE p. 321; Lesson 23, TE p. 335; Lesson 24, TE p. 349; Lesson 25, TE p. 363; Lesson 26, TE p. 377; Lesson 27, TE p. 391; Lesson 28, TE p. 407; Lesson 29, TE p. 421; Lesson 30, TE p. 435</li> </ul> </li> </ul>
<p>ELA.1.F.1.7 Read a two-syllable word by breaking the word into syllables.</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Blend It             <ul style="list-style-type: none"> <li>○ Introduce (decode two-syllable words)                 <ul style="list-style-type: none"> <li>▪ Lesson 11, p. 151; Lesson 16, p. 225; Lesson 17, p. 239; Lesson 19, p. 267; Lesson 25, p. 353; Lesson 30, p. 425</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- Challenge (decode two-syllable words)
  - Lesson 11, p. 151; Lesson 12, p. 167; Lesson 14, p. 197; Lesson 15, p. 211; Lesson 16, p. 225; Lesson 17, p. 239; Lesson 18, p. 253; Lesson 19, p. 283; Lesson 20, p. 283; Lesson 21, p. 297; Lesson 22, p. 311; Lesson 23, p. 325; Lesson 24, p. 339; Lesson 25, p. 353; Lesson 26, p. 367; Lesson 27, p. 381; Lesson 28, p. 397; Lesson 29, p. 411; Lesson 30, p. 425

**LEVEL A/GR. 1 TEACHER EDITION** (PRINT/eBOOK)

#### Introduce Sound-Spelling

- Learn and Blend/Blend It (chorally read/decode two-syllable words by putting together sounds)
  - Lesson 11, TE p. 151; Lesson 12, TE p. 167; Lesson 14, TE p. 197; Lesson 15, TE p. 211; Lesson 16, TE p. 225; Lesson 17, TE p. 239; Lesson 18, TE p. 253; Lesson 19, TE p. 283; Lesson 20, TE p. 283; Lesson 21, TE p. 297; Lesson 22, TE p. 311; Lesson 23, TE p. 325; Lesson 24, TE p. 339; Lesson 25, TE p. 353; Lesson 26, TE p. 367; Lesson 27, TE p. 381; Lesson 28, TE p. 397; Lesson 29, TE p. 411; Lesson 30, TE p. 425

#### Sound-Spelling Blending

- Cumulative Quick Check (decode two-syllable words)
  - Lesson 11, TE p. 160; Lesson 12, TE p. 176; Lesson 13, TE p. 190; Lesson 14, TE p. 206; Lesson 15, TE p. 220; Lesson 16, TE p. 234; Lesson 17, TE p. 248; Lesson 18, TE p. 262; Lesson 19, TE p. 276; Lesson 20, TE p. 292; Lesson 21, TE p. 306; Lesson 22, TE p. 320; Lesson 23, TE p. 334; Lesson 24, TE p. 348; Lesson 25, TE p. 362; Lesson 26, TE p. 376; Lesson 27, TE p. 390; Lesson 28, TE p. 406; Lesson 29, TE p. 420; Lesson 30, TE p. 434

#### Teacher Table: Intervention

- Word Study: Inflectional Endings (decode two-syllable words)—TE pp. 146, 190
- Prefixes—TE pp. 206, 320
- Compound Words—TE pp. 220, 276, 348
- Short e Spelled ea—TE p. 234
- Comparatives and Superlatives—TE p. 262
- Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434

**LEVEL A/GR. 1 TEACHER EDITION** (PRINT/eBOOK)

#### Introduce Sound-Spelling

- Learn and Blend/Blend It (chorally read/decode two-syllable words by putting together sounds)
  - Lesson 11, TE p. 151; Lesson 12, TE p. 167; Lesson 14, TE p. 197; Lesson 15, TE p. 211; Lesson 16, TE p. 225; Lesson 17, TE p. 239; Lesson 18, TE p. 253; Lesson 19, TE p. 283; Lesson 20, TE p. 283; Lesson 21, TE p. 297; Lesson 22, TE p. 311; Lesson 23, TE p. 325; Lesson 24, TE p. 339; Lesson 25, TE

*continued*

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<p>p. 353; Lesson 26, TE p. 367; Lesson 27, TE p. 381; Lesson 28, TE p. 397; Lesson 29, TE p. 411; Lesson 30, TE p. 425</p> <p><b>Sound-Spelling Blending</b></p> <ul style="list-style-type: none"> <li>Cumulative Quick Check (decode two-syllable words)             <ul style="list-style-type: none"> <li>Lesson 11, TE p. 160; Lesson 12, TE p. 176; Lesson 13, TE p. 190; Lesson 14, TE p. 206; Lesson 15, TE p. 220; Lesson 16, TE p. 234; Lesson 17, TE p. 248; Lesson 18, TE p. 262; Lesson 19, TE p. 276; Lesson 20, TE p. 292; Lesson 21, TE p. 306; Lesson 22, TE p. 320; Lesson 23, TE p. 334; Lesson 24, TE p. 348; Lesson 25, TE p. 362; Lesson 26, TE p. 376; Lesson 27, TE p. 390; Lesson 28, TE p. 406; Lesson 29, TE p. 420; Lesson 30, TE p. 434</li> </ul> </li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Endings (decode two-syllable words)—TE pp. 146, 190</li> <li>Prefixes—TE pp. 206, 320</li> <li>Compound Words—TE pp. 220, 276, 348</li> <li>Short e Spelled ea—TE p. 234</li> <li>Comparatives and Superlatives—TE p. 262</li> <li>Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p>ELA.1.F.3.8 Decode and encode words using:</p>	
<p>a. onset/rime*;</p>	<p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Onset/rime decoding and encoding             <ul style="list-style-type: none"> <li>Lesson 1, TE p. 15; Lesson TE p. 43; Lesson 5, TE p. 71; Lesson 7, TE p. 101; Lesson 9, TE p. 129</li> </ul> </li> </ul> <p><i>Related content</i></p> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>Sort It Out (word families)             <ul style="list-style-type: none"> <li>Lesson 1, p. 12; Lesson 2, p. 26; Lesson 3, p. 40; Lesson 4, p. 54; Lesson 5, p. 68; Lesson 6, p. 84; Lesson 7, p. 98; Lesson 8, p. 112; Lesson 9, p. 126; Lesson 10, p. 140; Lesson 11, p. 154; Lesson 12, p. 170; Lesson 13, p. 184; Lesson 14, p. 200; Lesson 15, p. 214; Lesson 16, p. 228; Lesson 17, p. 242; Lesson 18, p. 256; Lesson 19, p. 270; Lesson 20, p. 286; Lesson 21, p. 300; Lesson 22, p. 314; Lesson 23, p. 328; Lesson 24, p. 342; Lesson 25, p. 356; Lesson 26, p. 370; Lesson 27, p. 384; Lesson 28, p. 400; Lesson 29, p. 414; Lesson 30, p. 428</li> </ul> </li> </ul>
<p>b. consonant blends (initial and final);</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Unit 2 Short Vowels with Blends and Digraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 6 l-Blends (bl, cl, fl, gl, pl, sl)—pp. 81–94</li> <li>Lesson 7 s-Blends (sc, sk sl, sm, sn, sp, st, sw)—pp. 95–108</li> <li>Lesson 8 r-Blends (br, cr, dr, fr, gr, pr, tr)—pp. 109–122</li> </ul>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

<p>c. consonant digraphs (ch, sh, th, wh, ph, ck);</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Unit 2 Short Vowels with Blends and Digraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 9 Digraphs sh, th—pp. 123–136</li> <li>Lesson 10 Digraphs ch, tch, wh—pp. 137–150</li> <li>Lesson 11 Digraphs ng, nk—pp. 151–164</li> </ul>
<p>d. trigraphs (e.g. -tch, -dge);</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <i>Lesson</i></p> <p><b>Unit 2 Short Vowels with Blends and Digraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 10 Digraphs ch, tch, wh—pp. 137–150</li> </ul> <p><i>Lesson Activity</i></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>3-Letter Blends (scr-, spl-, str-, spr-)—p. 159</li> </ul> <p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>3-Letter Blends (scr-, spl-, str-, spr-)—TE p. 160</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>3-Letter Blends—TE p. 160</li> </ul> <p><i>See Level C/Grade 3 (-dge)</i></p>
<p>e. combination (e.g., qu);</p>	<p><u>LEVEL A/GR. 1 DIGITAL RESOURCES*</u></p> <p><b>Differentiation Supports</b></p> <ul style="list-style-type: none"> <li>ABC Express Instructional Resources             <ul style="list-style-type: none"> <li>ABC Express Lesson 12: Add on Skills Xx, Qu</li> </ul> </li> <li>ABC Express Student Resources             <ul style="list-style-type: none"> <li>ABC Express Lesson 12: Add on Skills Xx, Qu</li> </ul> </li> </ul>
<p>f. VCe;</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Unit 3 Final e</b></p> <ul style="list-style-type: none"> <li>Lesson 12 a_e, i_e—pp. 167–180</li> <li>Lesson 13 o_e, u_e, e_e—pp. 181–194</li> </ul> <p><u>LEVEL A/GR. 1 DIGITAL RESOURCES*</u></p> <p><b>Interactive Practice Bundle</b></p> <ul style="list-style-type: none"> <li>Decodable Library             <ul style="list-style-type: none"> <li>Final e                 <ul style="list-style-type: none"> <li>a_e</li> <li>o_e, i_e</li> <li>a_e, i_e</li> <li>o_e, u_e, e_e</li> <li>a_e, i_e, o_e, u_e, e_e</li> </ul> </li> </ul> </li> </ul>
<p>g. r-controlled vowels (e.g., ar, er, ir, or, ur);</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</b></p> <ul style="list-style-type: none"> <li>Lesson 20 r-Controlled ar—pp. 283–296</li> <li>Lesson 21 r-Controlled er, ir, ur—pp. 297–310</li> </ul> <p><i>continued</i></p>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

	<ul style="list-style-type: none"> <li>• Lesson 22 r-Controlled or, ore, oar—pp. 311–324</li> <li>• Lesson 27 r-Controlled are, air, ear—pp. 381–394</li> </ul> <p><b>LEVEL A/GR. 1 DIGITAL RESOURCES*</b></p> <p><b>Interactive Practice Bundle</b></p> <ul style="list-style-type: none"> <li>• Decodable Library             <ul style="list-style-type: none"> <li>○ r-Controlled Vowels                 <ul style="list-style-type: none"> <li>▪ r-Controlled ä</li> <li>▪ r-Controlled û</li> <li>▪ r-Controlled ô</li> <li>▪ r-Controlled â</li> </ul> </li> </ul> </li> </ul>
<p>h. common inflectional endings that do not change the base word (e.g., -s, -ed);</p>	<p><b>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</b> (PRINT/eBOOK)</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Inflectional Ending -s—p. 31</li> <li>• Inflectional Ending -ed—p. 131</li> <li>• Inflectional Ending -ing and -ed—p. 189</li> <li>• Inflectional Endings (-s, -ed, -ing)—p. 375</li> <li>• Transition to Longer Words—pp. 361, 389, 405, 419, 433</li> <li>• Prefixes (re-, un-)—p. 205</li> <li>• Suffixes (-ful, -less)—p. 237</li> <li>• Prefixes (dis-, pre-)—p. 311</li> <li>• Suffixes (-ly, -y)—p. 325</li> </ul> <p><b>LEVEL A/GR. 1 TEACHER EDITION</b> (PRINT/eBOOK)</p> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE pp. 32, 34</li> <li>• Word Study: Inflectional Ending -ed—TE pp. 132, 134</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436</li> <li>• Word Study: Inflectional Ending (Review)—TE pp. 376, 378</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 32</li> <li>• Word Study: Inflectional Ending -ed—TE p. 132</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> <li>• Word Study: Inflectional Ending (Review)—TE p. 376</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• Word Study: Prefixes (re-, un-)—TE p. 206</li> <li>• Word Study: Prefixes (dis-, pre-)—TE p. 320</li> <li>• Word Study: Suffixes (-ful, -less)—TE p. 248</li> <li>• Word Study: Suffixes (-ly, -y)—TE p. 334</li> </ul>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

<p>i. contractions with am, is, has, and not;</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Contractions—p. 117</li> </ul> <p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• Word Study: Contractions—TE pp. 118, 120</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Contractions—TE p. 118</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Understanding How Sentences Work (contractions)—TE pp. 347, 405</li> </ul>
<p>j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *;</p>	<p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• Word Study: Soft c and Soft g—p. 176</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Soft c and Soft g—TE p. 176</li> </ul>
<p>k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *;</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <i>Lesson</i>  <b>Unit 4 Long Vowels</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 Long i (y, igh)—pp. 253–266</li> </ul> <p><b>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</b></p> <ul style="list-style-type: none"> <li>• Lesson 30 Long e (y, ey, ie)—pp. 425–436</li> </ul> <p><i>Lesson Activities</i>  <b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• Sort It Out—p. 256</li> <li>• Sort It Out—p. 428</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• Think and Write/Listen and Spell—p. 257</li> <li>• Think and Write/Listen and Spell—p. 429</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>• Make New Words (my, fly, fry, cry, try, shy)—p. 258</li> <li>• Word Ladder (shy, cry, fry, fly, my)—p. 264</li> <li>• Make New Words (key, monkey, money, honey)—p. 430</li> <li>• Word Ladder (honey, money, monkey donkey, key, y)—p. 436</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Suffixes (ly, y)—p. 333</li> </ul> <p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Suffixes (ly, y)—TE p. 334</li> </ul>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<b>ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.</b>	
<p>l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind) *;</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Unit 6 More Long Vowel Spellings</b>                      • Lesson 28 Long <i>i</i> and Long <i>o</i> [<i>i</i>(/d), <i>i</i>(nd), <i>o</i>(/d)]—pp. 397–410</p>
<p>m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *;</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>High-Frequency Words</b>                      • Read-Spell-Write (wh, kn)—p. 152   <i>See also Level B/Grade 2 (kn, wr, mb, gh, gn)</i></p>
<p>n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass)*; and</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Word Study</b>                      • Double Final Consonants (ll, ss, zz)—p. 45                      • Double Final Consonants (dd, ll, zz)—p. 59\   <u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)  <b>Sound-Spelling/Blending</b>                      • Word Study: Double Final Consonants (ll, ss, zz)—TE p. 46                      • Word Study: Double Final Consonants (dd, ll, zz)—TE p. 60   <b>Teacher Table: Intervention</b>                      • Word Study: Double Final Consonants (ll, ss, zz)—TE p. 46                      • Word Study: Double Final Consonants (dd, ll, zz)—TE p. 60</p>
<p>o. words with final /v/ sound, using knowledge that no English word ends with a v (e.g. have, give, save).</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)  <b>Introduction</b>                      • Blend It                          o Challenge (give, live, love)—p. 181   <b>High-Frequency Words</b>                      • Read-Spell-Write (have)—p. 52                      • Read-Spell-Write (give)—p. 66                      • Read-Spell-Write (live)—p. 382   <b>Word Study</b>                      • Inflectional Endings (save)—p. 375   <u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)  <b>High-Frequency Words</b>                      • Review (have)—TE p. 55                      • Review (give)—TE p. 69                      • Review (live)—TE p. 387</p>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.

INDICATOR INSIGHT:

*High-frequency words* are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

### High-Frequency Words

- Read-Spell-Write/ Use in Context
  - Lesson 1, p. 10; Lesson 2, p. 24; Lesson 3, p. 38; Lesson 4, p. 82; Lesson 5, p. 52; Lesson 6, p. 82; Lesson 7, p. 96; Lesson 8, p. 110; Lesson 9, p. 124; Lesson 10, p. 138; Lesson 11, p. 152; Lesson 12, p. 168; Lesson 13, p. 182; Lesson 14, p. 198; Lesson 15, p. 212; Lesson 16, p. 226; Lesson 17, p. 240; Lesson 18, p. 254; Lesson 19, p. 268; Lesson 20, p. 284; Lesson 21, p. 298; Lesson 22, p. 312; Lesson 23, p. 326; Lesson 24, p. 340; Lesson 25, p. 354; Lesson 26, p. 368; Lesson 27, p. 382; Lesson 28, p. 398; Lesson 29, p. 412; Lesson 30, p. 426

LEVEL A/GR. 1 TEACHER EDITION (PRINT/eBOOK)

### High-Frequency Words

- [Day 1] Read-Spell-Write
  - Lesson 1, TE p. 10; Lesson 2, TE p. 24; Lesson 3, TE p. 38; Lesson 4, TE p. 82; Lesson 5, TE p. 52; Lesson 6, TE p. 82; Lesson 7, TE p. 96; Lesson 8, TE p. 110; Lesson 9, TE p. 124; Lesson 10, TE p. 138; Lesson 11, TE p. 152; Lesson 12, TE p. 168; Lesson 13, TE p. 182; Lesson 14, TE p. 198; Lesson 15, TE p. 212; Lesson 16, TE p. 226; Lesson 17, TE p. 240; Lesson 18, TE p. 254; Lesson 19, TE p. 268; Lesson 20, TE p. 284; Lesson 21, TE p. 298; Lesson 22, TE p. 312; Lesson 23, TE p. 326; Lesson 24, TE p. 340; Lesson 25, TE p. 354; Lesson 26, TE p. 368; Lesson 27, TE p. 382; Lesson 28, TE p. 398; Lesson 29, TE p. 412; Lesson 30, TE p. 426
- [Day 2] Review/Extend
  - Lesson 1, TE p. 13; Lesson 2, TE p. 27; Lesson 3, TE p. 41; Lesson 4, TE p. 55; Lesson 5, TE p. 69; Lesson 6, TE p. 85; Lesson 7, TE p. 99; Lesson 8, TE p. 113; Lesson 9, TE p. 127; Lesson 10, TE p. 141; Lesson 11, TE p. 155; Lesson 12, TE p. 171; Lesson 13, TE p. 185; Lesson 14, TE p. 201; Lesson 15, TE p. 215; Lesson 16, TE p. 229; Lesson 17, TE p. 243; Lesson 18, TE p. 257; Lesson 19, TE p. 271; Lesson 20, TE p. 287; Lesson 21, TE p. 301; Lesson 22, TE p. 315; Lesson 23, TE p. 329; Lesson 24, TE p. 343; Lesson 25, TE p. 357; Lesson 26, TE p. 371; Lesson 27, TE p. 385; Lesson 28, TE p. 401; Lesson 29, TE p. 415; Lesson 30, TE p. 429
- [Day 3] Review/Use in Context
  - Lesson 1, TE p. 15; Lesson 2, TE p. 29; Lesson 3, TE p. 43; Lesson 4, TE p. 57; Lesson 5, TE p. 71; Lesson 6, TE p. 87; Lesson 7, TE p. 101; Lesson 8, TE p. 115; Lesson 9, TE p. 129; Lesson 10, TE p. 143; Lesson 11, TE p. 157; Lesson 12, TE p. 173; Lesson 13, TE p. 187; Lesson 14, TE p. 203; Lesson 15, TE p. 217; Lesson 16, TE p. 231; Lesson 17, TE p. 245; Lesson 18, TE p. 259; Lesson 19, TE p. 273; Lesson 20, TE p. 289;

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p><b>ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</b></p>	
	<p>Lesson 21, TE p. 303; Lesson 22, TE p. 317; Lesson 23, TE p. 331; Lesson 24, TE p. 345; Lesson 25, TE p. 359; Lesson 26, TE p. 373; Lesson 27, TE p. 387; Lesson 28, TE p. 403; Lesson 29, TE p. 417; Lesson 30, TE p. 431</p> <ul style="list-style-type: none"> <li>• [Day 5] Build Fluency/Review             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 20; Lesson 2, TE p. 34; Lesson 3, TE p. 48; Lesson 4, TE p. 62; Lesson 5, TE p. 76; Lesson 6, TE p. 92; Lesson 7, TE p. 106; Lesson 8, TE p. 120; Lesson 9, TE p. 134; Lesson 10, TE p. 148; Lesson 11, TE p. 162; Lesson 12, TE p. 178; Lesson 13, TE p. 192; Lesson 14, TE p. 208; Lesson 15, TE p. 222; Lesson 16, TE p. 236; Lesson 17, TE p. 250; Lesson 18, TE p. 264; Lesson 19, TE p. 278; Lesson 20, TE p. 294; Lesson 21, TE p. 308; Lesson 22, TE p. 322; Lesson 23, TE p. 336; Lesson 24, TE p. 350; Lesson 25, TE p. 364; Lesson 26, TE p. 378; Lesson 27, TE p. 392; Lesson 28, TE p. 408; Lesson 29, TE p. 422; Lesson 30, TE p. 436</li> </ul> </li> </ul>
<p>ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression.</p> <p>INDICATOR INSIGHT: <i>Appropriate rate</i> is based on the fluency scoring system used in the school or district.</p>	<p><u>LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text             <ul style="list-style-type: none"> <li>○ Lesson 1, p. 11; Lesson 2, p. 25; Lesson 3, p. 39; Lesson 4, p. 53; Lesson 5, p. 67; Lesson 6, p. 83; Lesson 7, p. 97; Lesson 8, p. 111; Lesson 9, p. 125; Lesson 10, p. 139; Lesson 11, p. 153; Lesson 12, p. 169; Lesson 13, p. 183; Lesson 14, p. 199; Lesson 15, p. 213; Lesson 16, p. 227; Lesson 17, p. 241; Lesson 18, p. 255; Lesson 19, p. 269; Lesson 20, p. 285; Lesson 21, p. 299; Lesson 22, p. 313; Lesson 23, p. 327; Lesson 24, p. 341; Lesson 25, p. 355; Lesson 26, p. 369; Lesson 27, p. 383; Lesson 28, p. 399; Lesson 29, p. 413; Lesson 30, p. 427</li> </ul> </li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Take-Home Book             <ul style="list-style-type: none"> <li>○ Lesson 1, pp. 15–16; Lesson 2, pp. 29–30; Lesson 3, pp. 43–44; Lesson 4, pp. 57–58; Lesson 5, pp. 71–72; Lesson 6, pp. 87–88; Lesson 7, pp. 101–102; Lesson 8, pp. 115–116; Lesson 9, pp. 129–130; Lesson 10, pp. 143–144; Lesson 11, pp. 157–158; Lesson 12, pp. 173–174; Lesson 13, pp. 187–188; Lesson 14, pp. 203–204; Lesson 15, pp. 217–218; Lesson 16, pp. 231–232; Lesson 17, pp. 245–246; Lesson 18, pp. 259–260; Lesson 19, pp. 273–274; Lesson 20, pp. 289–290; Lesson 21, pp. 303–304; Lesson 22, pp. 317–318; Lesson 23, pp. 331–332; Lesson 24, pp. 345–346; Lesson 25, pp. 359–360; Lesson 26, pp. 373–374; Lesson 27, pp. 387–388; Lesson 28, pp. 403–404; Lesson 29, pp. 417–418; Lesson 30, pp. 431–432</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

LEVEL A/GRADE 1 TEACHER'S EDITION (PRINT/eBOOK)

### Read Connected Text

- Connected Text (chorally read text aloud)
  - Lesson 1, TE p. 11; Lesson 2, TE p. 25; Lesson 3, TE p. 39; Lesson 4, TE p. 53; Lesson 5, TE p. 67; Lesson 6, TE p. 83; Lesson 7, TE p. 97; Lesson 8, TE p. 111; Lesson 9, TE p. 125; Lesson 10, TE p. 139; Lesson 11, TE p. 153; Lesson 12, TE p. 169; Lesson 13, TE p. 183; Lesson 14, TE p. 199; Lesson 15, TE p. 213; Lesson 16, TE p. 227; Lesson 17, TE p. 241; Lesson 18, TE p. 255; Lesson 19, TE p. 269; Lesson 20, TE p. 285; Lesson 21, TE p. 299; Lesson 22, TE p. 313; Lesson 23, TE p. 327; Lesson 24, TE p. 341; Lesson 25, TE p. 355; Lesson 26, TE p. 369; Lesson 27, TE p. 383; Lesson 28, TE p. 399; Lesson 29, TE p. 413; Lesson 30, TE p. 427

### Read Connected Text

- Take-Home Book
  - First Read (Read Together) (chorally read text aloud)
    - Lesson 1, TE p. 16; Lesson 2, TE p. 30; Lesson 3, TE p. 44; Lesson 4, TE p. 58; Lesson 5, TE p. 72; Lesson 6, TE p. 88; Lesson 7, TE p. 102; Lesson 8, TE p. 116; Lesson 9, TE p. 130; Lesson 10, TE p. 144; Lesson 11, TE p. 158; Lesson 12, TE p. 174; Lesson 13, TE p. 188; Lesson 14, TE p. 204; Lesson 15, TE p. 218; Lesson 16, TE p. 232; Lesson 17, TE p. 246; Lesson 18, TE p. 260; Lesson 19, TE p. 274; Lesson 20, TE p. 290; Lesson 21, TE p. 304; Lesson 22, TE p. 318; Lesson 23, TE p. 332; Lesson 24, TE p. 346; Lesson 25, TE p. 360; Lesson 26, TE p. 374; Lesson 27, TE p. 388; Lesson 28, TE p. 404; Lesson 29, TE p. 418; Lesson 30, TE p. 432
  - Second Read (Develop Fluency) (whisper-read or read book to a partner)
    - Lesson 1, TE p. 19; Lesson 2, TE p. 33; Lesson 3, TE p. 47; Lesson 4, TE p. 61; Lesson 5, TE p. 75; Lesson 6, TE p. 91; Lesson 7, TE p. 105; Lesson 8, TE p. 119; Lesson 9, TE p. 133; Lesson 10, TE p. 147; Lesson 11, TE p. 161; Lesson 12, TE p. 177; Lesson 13, TE p. 191; Lesson 14, TE p. 207; Lesson 15, TE p. 221; Lesson 16, TE p. 235; Lesson 17, TE p. 249; Lesson 18, TE p. 263; Lesson 19, TE p. 277; Lesson 20, TE p. 293; Lesson 21, TE p. 307; Lesson 22, TE p. 321; Lesson 23, TE p. 335; Lesson 24, TE p. 349; Lesson 25, TE p. 363; Lesson 26, TE p. 377; Lesson 27, TE p. 391; Lesson 28, TE p. 407; Lesson 29, TE p. 421; Lesson 30, TE p. 435
- Build Fluency (reread passages orally with a partner)
  - Lesson 1, TE pp. 12, 21; Lesson 2, TE pp. 26, 35; Lesson 3, TE pp. 40, 49; Lesson 4, TE pp. 54, 63; Lesson 5, TE pp. 68, 77; Lesson 6, TE pp. 84, 93; Lesson 7, TE pp. 98, 107; Lesson 8, TE pp. 112, 121; Lesson 9, TE pp. 126, 135; Lesson 10,

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

TE pp. 140, 149; Lesson 11, TE pp. 154, 163; Lesson 12, TE pp. 170, 179; Lesson 13, TE pp. 184, 193; Lesson 14, TE pp. 200, 209; Lesson 15, TE pp. 214, 223; Lesson 16, TE pp. 228, 237; Lesson 17, TE pp. 242, 251; Lesson 18, TE pp. 256, 265; Lesson 19, TE pp. 270, 279; Lesson 20, TE pp. 286, 295; Lesson 21, TE pp. 300, 309; Lesson 22, TE pp. 314, 323; Lesson 23, TE pp. 328, 337; Lesson 24, TE pp. 342, 351; Lesson 25, TE pp. 356, 365; Lesson 26, TE pp. 370, 379; Lesson 27, TE pp. 384, 393; Lesson 28, TE pp. 400, 409; Lesson 29, TE pp. 414, 423; Lesson 30, TE pp. 428, 437

- Reread Connected Text (have partners reread text orally)
  - Lesson 1, TE p. 13; Lesson 2, TE p. 27; Lesson 3, TE p. 41; Lesson 4, TE p. 55; Lesson 5, TE p. 69; Lesson 6, TE p. 85; Lesson 7, TE p. 99; Lesson 8, TE p. 113; Lesson 9, TE p. 127; Lesson 10, TE p. 141; Lesson 11, TE p. 155; Lesson 12, TE p. 171; Lesson 13, TE p. 185; Lesson 14, TE p. 201; Lesson 15, TE p. 215; Lesson 16, TE p. 229; Lesson 17, TE p. 243; Lesson 18, TE p. 257; Lesson 19, TE p. 271; Lesson 20, TE p. 287; Lesson 21, TE p. 301; Lesson 22, TE p. 315; Lesson 23, TE p. 329; Lesson 24, TE p. 343; Lesson 25, TE p. 357; Lesson 26, TE p. 371; Lesson 27, TE p. 385; Lesson 28, TE p. 401; Lesson 29, TE p. 415; Lesson 30, TE p. 429

### Home-School Connection

- Build Fluency (read Take-Home Books orally with their families)/Student Fluency Sentences
  - Lesson 1, TE p. 15; Lesson 2, TE p. 29; Lesson 3, TE p. 43; Lesson 4, TE p. 57; Lesson 5, TE p. 71; Lesson 6, TE p. 87; Lesson 7, TE p. 101; Lesson 8, TE p. 115; Lesson 9, TE p. 129; Lesson 10, TE p. 143; Lesson 11, TE p. 157; Lesson 12, TE p. 173; Lesson 13, TE p. 187; Lesson 14, TE p. 203; Lesson 15, TE p. 217; Lesson 16, TE p. 231; Lesson 17, TE p. 245; Lesson 18, TE p. 259; Lesson 19, TE p. 273; Lesson 20, TE p. 289; Lesson 21, TE p. 303; Lesson 22, TE p. 317; Lesson 23, TE p. 331; Lesson 24, TE p. 345; Lesson 25, TE p. 359; Lesson 26, TE p. 373; Lesson 27, TE p. 387; Lesson 28, TE p. 403; Lesson 29, TE p. 417; Lesson 30, TE p. 431

### Print Concepts

- Understanding How Sentences Work (read with strong feeling when a sentence ends in an exclamation point)—TE p. 333

### LEVEL A/GR. 1 DIGITAL RESOURCES\*

#### Units 1–6

- Each Unit
  - Student and Family Resources
    - Student Fluency Sentences
      - Student Fluency Sentences for each lesson are provided in the Teacher’s Edition and at

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

SadlierConnect.com for children to reread with their families. As students read the fluency sentence aloud at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly.

ELA.1.F.4.3 Read texts by:

- a. using letter-sound knowledge to segment and blend sounds together;

LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

### Introduction

- Learn and Blend/Blend It
  - Lesson 1, p. 9; Lesson 2, p. 23; Lesson 3, p. 37; Lesson 4, p. 51; Lesson 5, p. 65; Lesson 6, p. 81; Lesson 7, p. 95; Lesson 8, p. 109; Lesson 9, p. 123; Lesson 10, p. 137; Lesson 11, p. 151; Lesson 12, p. 167; Lesson 13, p. 181; Lesson 14, p. 197; Lesson 15, p. 211; Lesson 16, p. 225; Lesson 17, p. 239; Lesson 18, p. 253; Lesson 19, p. 267; Lesson 20, p. 283; Lesson 21, p. 297; Lesson 22, p. 311; Lesson 23, p. 325; Lesson 24, p. 339; Lesson 25, p. 353; Lesson 26, p. 367; Lesson 27, p. 381; Lesson 28, p. 397; Lesson 29, p. 411; Lesson 30, p. 425

LEVEL A/GR. 1 TEACHER EDITION (PRINT/eBOOK)

### Phonemic Awareness

The Phonemic Awareness activities for Day 1 and Day 4 of the five-day lesson plan feature modeling and practicing oral blending.

- [Day 1] Oral Blending
  - Lesson 1, TE p. 9; Lesson 2, TE p. 23; Lesson 3, TE p. 37; Lesson 4, TE p. 51; Lesson 5, TE p. 65; Lesson 6, TE p. 81; Lesson 7, TE p. 95; Lesson 8, TE p. 109; Lesson 9, TE p. 123; Lesson 10, TE p. 137; Lesson 11, TE p. 151; Lesson 12, TE p. 167; Lesson 13, TE p. 181; Lesson 14, TE p. 197; Lesson 15, TE p. 211; Lesson 16, TE p. 225; Lesson 17, TE p. 239; Lesson 18, TE p. 253; Lesson 19, TE p. 267; Lesson 20, TE p. 283; Lesson 21, TE p. 297; Lesson 22, TE p. 311; Lesson 23, TE p. 325; Lesson 24, TE p. 339; Lesson 25, TE p. 353; Lesson 26, TE p. 367; Lesson 27, TE p. 381; Lesson 28, TE p. 397; Lesson 29, TE p. 411; Lesson 30, TE p. 425
- [Day 4] Oral Blending
  - Lesson 1, p. 18; Lesson 2, p. 32; Lesson 3, p. 46; Lesson 4, p. 60; Lesson 5, p. 74; Lesson 6, p. 90; Lesson 7, p. 104; Lesson 8, p. 118; Lesson 9, p. 132; Lesson 10, p. 146; Lesson 11, p. 160; Lesson 12, p. 176; Lesson 13, p. 190; Lesson 14, p. 206; Lesson 15, p. 220; Lesson 16, p. 234; Lesson 17, p. 248;

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

Lesson 18, p. 262; Lesson 19, p. 276; Lesson 24, p. 348; Lesson 25, p. 362; Lesson 28, p. 406; Lesson 29, p. 420; Lesson 30, p. 434

The Phonemic Awareness activities for Day 2 and Day 5 of the five-day lesson plan include oral segmentation instruction and practice.

- [Day 2] Oral Segmentation (count the number of sounds)
  - Lesson 1, TE p. 13; Lesson 2, TE p. 27; Lesson 3, TE p. 41; Lesson 4, TE p. 55; Lesson 5, TE p. 69; Lesson 6, TE p. 85; Lesson 7, TE p. 99; Lesson 8, TE p. 113; Lesson 9, TE p. 127; Lesson 10, TE p. 141; Lesson 11, TE p. 155; Lesson 12, TE p. 171; Lesson 13, TE p. 185; Lesson 14, TE p. 201; Lesson 15, TE p. 215; Lesson 16, TE p. 229; Lesson 17, TE p. 243; Lesson 18, TE p. 257; Lesson 19, TE p. 271; Lesson 20, TE p. 287; Lesson 21, TE p. 301; Lesson 22, TE p. 315; Lesson 23, TE p. 329; Lesson 24, TE p. 343; Lesson 25, TE p. 357; Lesson 26, TE p. 371; Lesson 27, TE p. 385; Lesson 28, TE p. 401; Lesson 29, TE p. 415; Lesson 30, TE p. 429
- [Day 5] Oral Segmentation (segment each word sound by sound)
  - Lesson 1, p. 20; Lesson 2, p. 34; Lesson 3, p. 48; Lesson 4, p. 62; Lesson 5, p. 76; Lesson 6, p. 92; Lesson 7, p. 106; Lesson 8, p. 120; Lesson 9, p. 134; Lesson 10, p. 148; Lesson 11, p. 162; Lesson 12, p. 178; Lesson 13, p. 192; Lesson 14, p. 208; Lesson 15, p. 222; Lesson 16, p. 236; Lesson 17, p. 250; Lesson 18, p. 264; Lesson 19, p. 278; Lesson 23, p. 336; Lesson 24, p. 350; Lesson 25, p. 364; Lesson 28, p. 408; Lesson 29, p. 422; Lesson 30, p. 436

b. decoding the words by analogy; and

INDICATOR INSIGHT:

*Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

LEVEL A/GR. 1 STUDENT EDITION/TEACHER EDITION (PRINT/eBOOK)

### Word Sort

- Sort It Out (read and sort words with similar word parts and patterns)
  - Lesson 1, p. 12; Lesson 2, p. 26; Lesson 3, p. 40; Lesson 4, p. 54; Lesson 5, p. 68; Lesson 6, p. 84; Lesson 7, p. 98; Lesson 8, p. 112; Lesson 9, p. 126; Lesson 10, p. 140; Lesson 11, p. 154; Lesson 12, p. 170; Lesson 13, p. 184; Lesson 14, p. 200; Lesson 15, p. 214; Lesson 16, p. 228; Lesson 17, p. 242; Lesson 18, p. 256; Lesson 19, p. 270; Lesson 20, p. 286; Lesson 21, p. 300; Lesson 22, p. 314; Lesson 23, p. 328; Lesson 24, p. 342; Lesson 25, p. 356; Lesson 26, p. 370; Lesson 27, p. 384; Lesson 28, p. 400; Lesson 29, p. 414; Lesson 30, p. 428

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## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

	<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Plurals—p. 17</li> <li>• Inflectional Ending s—p. 31</li> <li>• Double Final Consonants (ll, ss,zz)—p. 45</li> <li>• Double Final Consonants (dd, ll, zz)—p. 59</li> <li>• Plurals (Review)—p. 73</li> <li>• Possessives—p. 89</li> <li>• Final Blends—p. 103</li> <li>• Contractions—p. 117</li> <li>• Inflectional Ending -ed—p. 131</li> <li>• Inflectional Ending -ing—p. 145</li> <li>• 3-Letter Blends—p. 159</li> <li>• Soft c and Soft g—p. 175</li> <li>• Inflectional Ending ing and ed—p. 189</li> <li>• Common Prefixes (re, un)—p. 205</li> <li>• Compound Words—pp. 219, 275, 347</li> <li>• Short e Spelled ea—p. 233</li> <li>• Suffixes (ful, less)—p. 247</li> <li>• Comparatives and Superlatives (er, est)—p. 261</li> <li>• Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433</li> <li>• Prefixes (dis, pre)—p. 319</li> <li>• Suffixes (ly, y)—p. 333</li> <li>• Inflectional Endings—p. 375</li> </ul> <p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• Spelling Patterns—TE pp. 10, 168, 212, 326, 340, 368</li> </ul>
<p>c. using context and visuals from the text to support monitoring and self-correcting.</p>	<p><u>LEVEL A/GR. 1 TEACHER EDITION</u> (PRINT/eBOOK)</p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (reread sentence with difficult word/use context—<i>Does the word make sense in the sentence?</i>—to confirm correct word or self-correct)             <ul style="list-style-type: none"> <li>○ Lesson 1, TE p. 11; Lesson 2, TE p. 25; Lesson 3, TE p. 39; Lesson 4, TE p. 53; Lesson 5, TE p. 67; Lesson 6, TE p. 83; Lesson 7, TE p. 97; Lesson 8, TE p. 111; Lesson 9, TE p. 125; Lesson 10, TE p. 139; Lesson 11, TE p. 153; Lesson 12, TE p. 69; Lesson 13, TE p. 183; Lesson 14, TE p. 199; Lesson 15, TE p. 213; Lesson 16, TE p. 227; Lesson 17, TE p. 241; Lesson 18, TE p. 255; Lesson 19, TE p. 269; Lesson 20, TE p. 285; Lesson 21, TE p. 299; Lesson 22, TE p. 313; Lesson 23, TE p. 327; Lesson 24, TE p. 341; Lesson 25, TE p. 355; Lesson 26, TE p. 369; Lesson 27, TE p. 383; Lesson 28, TE p. 399; Lesson 29, TE p. 413; Lesson 30, TE p. 427</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Foundations of Literacy

FIRST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

**ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

### Read Connected Text

- Take-Home Book
  - First Read (Read Together) (reread sentence with unfamiliar word/use context—*Does the word make sense in the sentence?*—to confirm correct word or self-correct)
    - Lesson 1, TE p. 16; Lesson 2, TE p. 30; Lesson 3, TE p. 44; Lesson 4, TE p. 58; Lesson 5, TE p. 72; Lesson 6, TE p. 88; Lesson 7, TE p. 102; Lesson 8, TE p. 116; Lesson 9, TE p. 130; Lesson 10, TE p. 144; Lesson 11, TE p. 158; Lesson 12, TE p. 174; Lesson 13, TE p. 188; Lesson 14, TE p. 204; Lesson 15, TE p. 218; Lesson 16, TE p. 232; Lesson 17, TE p. 246; Lesson 18, TE p. 260; Lesson 19, TE p. 274; Lesson 20, TE p. 290; Lesson 21, TE p. 304; Lesson 22, TE p. 318; Lesson 23, TE p. 332; Lesson 24, TE p. 346; Lesson 25, TE p. 360; Lesson 26, TE p. 374; Lesson 27, TE p. 388; Lesson 28, TE p. 404; Lesson 29, TE p. 418; Lesson 30, TE p. 432