

# *From Phonics to Reading*

Correlation to the Utah State Standards for  
English Language Arts — 2023

Grade 1



## STRAND: READING (1.R)

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p><b>Standard 1.R.2:</b> Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>a. Add, delete, and substitute initial and final phonemes in single-syllable words including blends.</p>	<p><b>Phonemic Awareness: Phonemic Manipulation: Substitute Sounds</b> Teacher’s Edition, Unit 4, Lesson 14, TE p. 203</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Add Sounds</b> Teacher’s Edition, Unit 4, Lesson 18, TE p. 259 Teacher’s Edition, Unit 5, Lesson 26, TE p. 371</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Delete Sounds</b> Teacher’s Edition, Unit 4, Lesson 19, TE p. 273</p>
<p><b>Standard 1.R.2:</b> Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>b. Isolate, pronounce, blend, and segment sounds in 4-5 phoneme words, including blends.</p>	<p><b>Introduction: Diphthong /ou/ (ou, ow)</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 339</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 339</p> <p><b>Introduction: Long i and Long o [i(ld), i(nd), o(ld)]</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 397</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 397</p> <p><b>Introduction: Long i and Long o (ie, oe)</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 411</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 411</p> <hr/> <p><b>Phonemic Awareness: Oral Blending</b> Teacher’s Edition, Unit 5, Lesson 24, TE p. 339 Teacher’s Edition, Unit 5, Lesson 26, TE p. 367 Teacher’s Edition, Unit 6, Lesson 29, TE p. 411</p> <hr/> <p><b>Phonemic Awareness: Oral Segmentation</b> Teacher’s Edition, Unit 5, Lesson 24, TE p. 343 Teacher’s Edition, Unit 6, Lesson 28, TE p. 401 Teacher’s Edition, Unit 6, Lesson 29, TE p. 415</p> <hr/> <p><b>Sound-Spelling/Blending: Blend It</b> Teacher’s Edition, Unit 5, Lesson 24, TE p. 345 Teacher’s Edition, Unit 6, Lesson 28, TE p. 403 Teacher’s Edition, Unit 6, Lesson 29, TE p. 417</p>

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GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p><b>Standard 1.R.2:</b> Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>c. Distinguish long and short vowel sounds in spoken single-syllable words.</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: 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. 226</p> <p><b>Introduction: Long i and Long o</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 6, Lesson 28, TE p. 398</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>
<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound /ī/ as in fly, final sound /ē/ as in baby, and medial sound /ī/ in gym).</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: Long i (y, igh)</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 253</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 254</p> <hr/> <p><b>Word Sort: Sort It Out</b> (-y, -igh) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 256</p> <p><b>Word Sort: Open Sort (word families)</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 256</p> <hr/> <p><b>Dictation: Think and Write</b> (-y, -igh) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 257</p> <p><b>Dictation: Think and Write</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 258</p> <hr/> <p><b>Word Building: Make New Words</b> (my, fly, fry, cry) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 258</p> <p style="text-align: right;"><i>continued</i></p>

**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound /ī/ as in fly, final sound /ē/ as in baby, and medial sound /ī/ in gym).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 258</p> <p><b>Independent Practice: Read and Write</b> (cry, fry, light, night) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 262</p> <p><b>Independent Practice: Read and Write</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 262</p> <p><b>Teacher Table Intervention: Word Study: Suffixes (ly, y)</b> Teacher’s Edition, Unit 5, Lesson 23, TE p. 334</p> <p><b>Cumulative Review: Build Fluency</b> (gym) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 23, SE/TE p. 335</p> <p><b>ABC Express Lesson 11: Add on Skills Yy, Zz</b> SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p>
<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>b. With prompting and support, identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).</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: r-Controlled ar</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 20, SE/TE p. 283</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 20, TE p. 283</p> <p><b>Introduction: Complex Vowel /ô/</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 367</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 367</p> <p><b>Syllable Types</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources</p> <p><b>Syllable Types Instructional Resource</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Instructional Resources</p>

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GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>c. Demonstrate mastery of the hard and soft sounds of c and g.</p>	<p><b>Word Study: Soft c and Soft g</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 175</p> <p><b>Word Study: Soft c and Soft g</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 175</p> <hr/> <p><b>Teacher Table Intervention: Word Study: Soft c and Soft g</b> Teacher’s Edition, Unit 3, Lesson 12, TE p. 176</p> <hr/> <p><b>ABC Express Lesson 7: Add on Skills Rr, Gg</b> SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p>
<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>d. Blend words with 4-5 phonemes when reading.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Introduction: r-Controlled ar</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 20, SE/TE p. 283</p> <p><b>Phonemic Awareness: Oral Blending</b> <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 20, TE p. 283</p> <hr/> <p><b>Introduction: r-Controlled er, ir, ur</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 297</p> <p><b>Phonemic Awareness: Oral Blending</b> <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 297</p> <hr/> <p><b>Introduction: Long i and Long o [i(ld), i(nd), o(ld)]</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 397</p> <p><b>Phonemic Awareness: Oral Blending</b> <b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 397</p> <hr/> <p><b>Sound-Spelling/Blending: Blend It</b> Teacher’s Edition, Unit 5, Lesson 20, TE p. 287 Teacher’s Edition, Unit 5, Lesson 20, TE p. 289 Teacher’s Edition, Unit 5, Lesson 21, TE p. 301 Teacher’s Edition, Unit 5, Lesson 21, TE p. 303 Teacher’s Edition, Unit 6, Lesson 28, TE p. 401 Teacher’s Edition, Unit 6, Lesson 28, TE p. 403</p> <hr/> <p><b>Word Study: Transition to Longer Words</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 20, SE/TE p. 291</p> <p style="text-align: right;"><i>continued</i></p>

**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>d. Blend words with 4-5 phonemes when reading.</p>	<p style="text-align: center;"><i>continued</i></p> <p>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> <hr/> <p><b>Teacher Table Intervention: Word Study: Transition to Longer Words</b>                      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>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>e. Decode two-syllable words by breaking the words into syllables (i.e., open, closed, VCe).</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> <hr/> <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> <hr/> <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>

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GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>f. Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).</p> <p style="text-align: right;"><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><b>Introduction: Digraphs ng, nk</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 151</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 152</p> <hr/> <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</p> <p><b>Learning Center: Sound-Spelling Connection</b> (digraph cards) Teacher’s Edition, Unit 2, Lesson 10, TE p. 138</p> <hr/> <p><b>Word Sort: Sort It Out</b> (digraphs) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 126 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 140 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 154</p> <p><b>Word Sort: Open Sort/Closed Sort</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 126 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 140 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 154</p> <hr/> <p><b>Word Building: Make New Words</b> (digraphs) Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 128 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 142 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 156</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 128 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 142 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 156</p> <p style="text-align: right;"><i>continued</i></p>

**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>f. Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).</p>	<p style="text-align: center;"><i>continued</i></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/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 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 148 Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 162</p> <p><b>Word Building: Word Ladder</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 134 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 148 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 162</p>
<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>g. Read age-appropriate compound words.</p>	<p><b>Word Study: Compound Words</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 15, SE/TE p. 219 Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 347</p> <p><b>Word Study: Compound Words</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 15, TE p. 219 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 347</p>
<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>h. Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Word Study: Inflectional Ending -ing</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 145</p> <p><b>Word Study: Inflectional Ending -ing</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 145</p> <p><b>Word Study: Inflectional Ending -ing and -ed</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 189</p> <p><b>Word Study: Inflectional Ending -ing and -ed</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 189</p> <p style="text-align: center;"><i>continued</i></p>

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**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>h. Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study: Inflectional Endings</b> (-s, -ed, -ing) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 375</p> <p><b>Word Study: Inflectional Endings</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 375</p> <hr/> <p><b>Teacher Table Intervention: Word Study: Inflectional Ending -ing</b> Teacher’s Edition, Unit 2, Lesson 10, TE p. 146</p> <p><b>Teacher Table Intervention: Word Study: Inflectional Ending -ing and -ed</b> Teacher’s Edition, Unit 3, Lesson 13, TE p. 190</p> <p><b>Teacher Table Intervention: Word Study: Inflectional Endings</b> Teacher’s Edition, Unit 5, Lesson 26, TE p. 376</p>
<p><b>Standard 1.R.4:</b> Read grade-level text with accuracy and fluency to support comprehension. (RL &amp; RI)</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</p> <p><b>Read Connected Text: “Fun in the Sun”</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 53</p> <hr/> <p><b>Read Connected Text: “The Plane Ride”</b> 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> 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> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 6, SE/TE pp. 87–88</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 88</p> <p><b>Take-Home Book: “Let’s Make Music!”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 274</p> <p style="text-align: center;"><i>continued</i></p>

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**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.4:</b> Read grade-level text with accuracy and fluency to support comprehension. (RL &amp; RI)</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Take-Home Book: “My Super Silly Story”</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE pp. 431–432 <b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 432</p> <p><b>Decodable Text: “Beth’s Wish”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 6-11, Lesson 9: Digraphs sh, th <b>“Beth’s Wish” Lesson Plan</b> (comprehension questions/fluency plan) SadlierConnect.com, Fluency Booster Practice Book, Lessons 6-11, Decodable Text Lesson Plan, Lesson 9: Digraphs sh, th</p> <p><b>Decodable Text: “The Files”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 14-19, Lesson 18: Long i (y, igh) <b>“The Files” Lesson Plan</b> (comprehension questions/fluency plan) SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 18: Long i (y, igh)</p> <p><b>Decodable Text: “Up and Down”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Lesson 24: Diphthong /ou/ (ou, ow) <b>“Up and Down” Lesson Plan</b> (comprehension questions/fluency plan) SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 24: Diphthong /ou/ (ou, ow)</p>
<p><b>Standard 1.R.5:</b> Ask and answer questions about key details in a text. (RL &amp; RI)</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Read Connected Text: “Fun in the Sun”</b> (ask questions about the story to check comprehension) Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 53 <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> (ask questions about the story to check comprehension) Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169 <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> (ask questions about the story to check comprehension) Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299</p> <p style="text-align: center;"><i>continued</i></p>

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**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.5:</b> Ask and answer questions about key details in a text. (RL &amp; RI)</p>	<p style="text-align: center;"><i>continued</i></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> <p><b>Take-Home Book: “What Are These Things?”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 6, SE/TE pp. 87–88</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 88</p> <p><b>Take-Home Book: “Let’s Make Music!”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 274</p> <p><b>Take-Home Book: “My Super Silly Story”</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE pp. 431–432</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 432</p>
<p><b>Standard 1.R.9:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL &amp; RI)</p> <p>a. Begin using sentence-level context as a clue to the meaning of a word.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Read Connected Text: “Fun in the Sun”</b> (use context clues to determine or confirm the meaning of an unknown 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 unknown 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 unknown 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> <p style="text-align: center;"><i>continued</i></p>

**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.9:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL &amp; RI)</p> <p>a. Begin using sentence-level context as a clue to the meaning of a word.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Take-Home Book: “What Are These Things?”</b> (use context clues to determine or confirm the meaning of an unknown 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 unknown word) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274</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> <hr/> <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>
<p><b>Standard 1.R.9:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL &amp; RI)</p> <p>b. Identify frequently occurring root words and their inflectional forms.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Word Study: Inflectional Ending –ed</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 131</p> <p><b>Word Study: Inflectional Ending –ed</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 131</p> <p><b>Word Study: Inflectional Ending -ing and -ed</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 189</p> <p><b>Word Study: Inflectional Ending -ing and -ed</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 189</p> <p><b>Word Study: Inflectional Endings (-s, -ed, -ing)</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 375</p> <p><b>Word Study: Inflectional Endings (-s, -ed, -ing)</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 375</p> <hr/> <p><b>Teacher Table Intervention: Word Study: Inflectional Ending –ed</b> Teacher’s Edition, Unit 2, Lesson 9, TE p. 132</p> <p style="text-align: center;"><i>continued</i></p>

**STRAND: READING (1.R)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p><b>Standard 1.R.9:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL &amp; RI)</p> <p>b. Identify frequently occurring root words and their inflectional forms.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Teacher Table Intervention: Word Study: Inflectional Ending -ing and -ed</b> Teacher’s Edition, Unit 3, Lesson 13, TE p. 190</p> <p><b>Teacher Table Intervention: Word Study: Inflectional Endings (-s, -ed, -ing)</b> Teacher’s Edition, Unit 5, Lesson 26, TE p. 376</p>

**STRAND: WRITING (1.W)**

GRADE 1 ELA STANDARD	EXAMPLE CITATIONS
<p><b>Standard 1.W.5:</b> Legibly write all upper- and lowercase manuscript letters.</p>	<p><b>Writing Extension</b>                      Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 17                      Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 107                      Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 25, SE/TE p. 365</p> <p><b>Writing Extension: Write About It</b>                      Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 17                      Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 107                      Lesson Plan: Teacher’s Edition, Unit 5, Lesson 25, TE p. 365</p> <hr/> <p><b>Letter Formation Cards</b>  <b>Letter Formation Chart</b>  <b>Letter Formation Instruction</b>  <b>Letter Formation Practice</b>                      SadlierConnect.com, Level A, Differentiation Supports, Additional Routines</p>