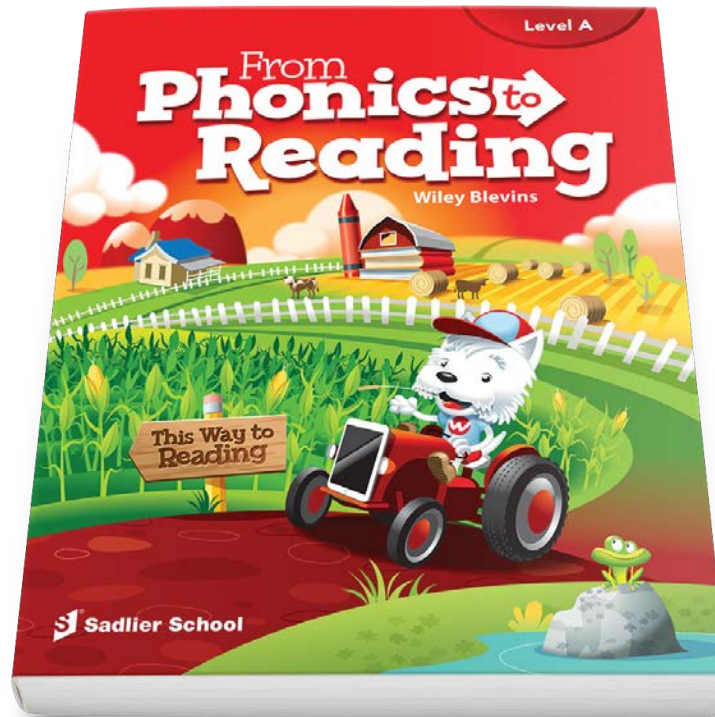


# *From Phonics to Reading*

Correlation to the New York State Next Generation English Language Arts Learning Standards

**1<sup>st</sup> Grade**



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### 1<sup>st</sup> Grade Reading Standards: Foundational Skills

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## 1<sup>st</sup> Grade Reading Standards: Foundational Skills | 1RF

1<sup>ST</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### Print Concepts

**1RF1:** Demonstrate understanding of the organization and basic features of print.

**1RF1a:** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### LEVEL A/GRADE 1 TEACHER'S EDITION

##### Print Concepts

- Understanding How Sentences Work (begin with a capital letter/ending punctuation/complete sentences)
  - 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

#### LEVEL A/GRADE 1 DIGITAL RESOURCES\*

##### Assessment

- Formative Assessments
  - Print Concepts Assessment
    - Student can identify the difference between a word and a sentence.
    - Student can identify punctuation marks and understand their purpose.

##### Differentiation Supports

- Additional Routines
  - Teacher's Guide to Print Concepts
    - Sentences (sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks)—p. 2

### Phonological Awareness

**1RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### LEVEL A/GRADE 1 DIGITAL RESOURCES\*

##### Overview

- Overview
  - Phonological Awareness Scope and Sequence Rationale
    - Five Basic Types of Activities—pp. 2–3
    - Modeling the Tasks—pp. 4–12
    - Assessment—p. 13
    - Grade-Level Expectations—p. 14
    - Instructional Sequence: A Rationale—pp. 15–16

*continued*

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonological Awareness

	<ul style="list-style-type: none"> <li>▪ Additional Phonological Awareness Guiding Principles in <i>From Phonics to Reading</i>—pp. 16–17</li> <li>▪ Common Instructional Issues Addressed in <i>From Phonics to Reading</i>—pp. 17–18</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning             <ul style="list-style-type: none"> <li>○ Professional Development Planning Guide</li> <li>○ Video Viewing Guide                 <ul style="list-style-type: none"> <li>▪ Phonological Awareness—pp. 15–18</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins             <ul style="list-style-type: none"> <li>○ Video: Phonological Awareness</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Benchmark Assessments             <ul style="list-style-type: none"> <li>○ Phonemic Awareness Assessment</li> </ul> </li> <li>• Benchmark Assessments Administration &amp; Analysis             <ul style="list-style-type: none"> <li>○ Phonemic Awareness Analysis</li> </ul> </li> </ul>
<p><b>1RF2a:</b> Count, blend and segment single syllable words that include consonant blends.</p>	<p><b><u>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> <p><b><u>LEVEL A/GRADE 1 TEACHER'S EDITION</u></b></p> <p><b>Phonemic Awareness</b></p> <p>The Phonemic Awareness activities for Day 1 and Day 4 of the five-day lesson plan feature modeling and practicing oral blending.</p> <ul style="list-style-type: none"> <li>• [Day 1] Oral Blending             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonological Awareness

- [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; 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

#### **LEVEL A/GRADE 1 DIGITAL RESOURCES\***

##### **Overview**

- Overview
  - Phonological Awareness Scope and Sequence Rationale
    - Five Basic Types of Activities—p. 2
      - Activity Type 3: Oral Blending
      - Activity Type 4: Oral Segmentation (including counting sounds)
    - Modeling the Tasks
      - Oral Blending Routine (Sound by Sound)—p. 4
      - Oral Segmentation Routine (Sound by Sound)—pp. 5–6

*continued*

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonological Awareness

	<ul style="list-style-type: none"> <li>▪ Grade-Level Expectations—pp. 14–15</li> <li>▪ Instructional Sequence: A Rationale—pp. 15–16</li> <li>▪ Additional Phonological Awareness Guiding Principles in <i>From Phonics to Reading</i>—pp. 16–17</li> <li>▪ Common Instructional Issues Addressed in <i>From Phonics to Reading</i>—pp. 17–18</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Instructional Guides             <ul style="list-style-type: none"> <li>◦ <i>Phonics Assessment</i> by Wiley Blevins</li> </ul> </li> <li>• Professional Development Planning             <ul style="list-style-type: none"> <li>◦ Professional Development Planning Guide                 <ul style="list-style-type: none"> <li>▪ Video Viewing Guide                     <ul style="list-style-type: none"> <li>• Session 3: Phonological Awareness (oral blending and segmentation)—p. 15–18</li> <li>• Session 4: Blending—pp. 19–22</li> <li>• Session 8: Word Building (Blending Focus)—pp. 35–38</li> </ul> </li> </ul> </li> </ul> </li> <li>• High-Impact Routines by Wiley Blevins             <ul style="list-style-type: none"> <li>◦ High-impact Routine (Video): Blending</li> <li>◦ High-impact Routine (Video): Word Building (Blending Focus)</li> </ul> </li> <li>• Instructional Support by Wiley Blevins             <ul style="list-style-type: none"> <li>◦ Video: Phonological Awareness                 <ul style="list-style-type: none"> <li>▪ Task Type 3: Oral Blending                     <ul style="list-style-type: none"> <li>3. Phoneme by phoneme</li> </ul> </li> <li>▪ Task Type 4: Oral Segmentation                     <ul style="list-style-type: none"> <li>3. Phoneme by phoneme</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Each Unit</b></p> <ul style="list-style-type: none"> <li>• Each Lesson             <ul style="list-style-type: none"> <li>◦ Interactive Instructional Resources                 <ul style="list-style-type: none"> <li>▪ Blend It</li> </ul> </li> </ul> </li> </ul>
<p><b>1RF2b:</b> Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.</p>	<p><b><u>LEVEL A/GRADE 1 TEACHER'S EDITION</u></b></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Phonemic Manipulation: Add Sounds (add sounds to words to make new words)—TE pp. 101, 129, 183, 259, 287, 301, 308, 315, 322, 371</li> <li>• Phonemic Manipulation: Substitute Sounds (substitute sounds to make new words)—TE pp. 203, 245, 292, 306, 320</li> <li>• Phonemic Manipulation: Delete Sounds (delete sounds to make new words)—TE pp. 231, 273, 331, 345</li> <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 syllables to make new words)—TE p. 403, 431</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 1<sup>st</sup> Grade Reading Standards: Foundational Skills | 1RF

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonological Awareness

#### LEVEL A/GRADE 1 DIGITAL RESOURCES\*

##### Overview

- Overview
  - Phonological Awareness Scope and Sequence Rationale
    - Five Basic Types of Activities—pp. 2-3
      - Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)
        - 1. Initial sound substitution (Replace the first sound in man with /p/.)
        - 2. Final sound substitution (Replace the last sound in bad with /g/.)
        - 3. Vowel substitution (Replace the middle sound in hat with /o/.)
        - 4. Syllable deletion (Say noble without no.)
        - 5. Initial sound deletion (Say sat without /s/.)
        - 6. Final sound deletion (Say make without /k/.)
        - 7. Initial phoneme in a blend deletion (Say slip without /s/.)
        - 8. Final phoneme in a blend deletion (Say nest without /t/.)
        - 9. Second phoneme in a blend deletion (Say slip without /l/.)
        - 10. Initial sound addition (Add /s/ to the beginning of at.)
        - 11. Final sound addition (Add /t/ to the end of res.)
  - Modeling the Tasks—pp. 10-12
    - Phonemic Manipulation Routine (Substitution)
    - Phonemic Manipulation Routine (Addition)
    - Phonemic Manipulation Routine (Deletion)

##### Professional Development

- Instructional Guides
  - Phonics Assessment
    - Assessing Other Foundational Skills
      - Phonological Awareness (As students progress in their skills, phonemic manipulation tasks (phoneme substitution, deletion, addition) play a crucial role.)—pp. 9-10
- Professional Development Planning
  - Professional Development and Implementation Support Plan and Video Viewing Guides
    - Video Viewer's Guide: Session 3 Phonological Awareness—pp. 15-18
      - Phonological Awareness Tasks: Phonemic Manipulation

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonological Awareness

**1RF2c:** Manipulate individual sounds (phonemes) in single-syllable spoken words.

#### LEVEL A/GRADE 1 TEACHER'S EDITION

##### 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

#### LEVEL A/GRADE 1 DIGITAL RESOURCES\*

- 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
- Phonemic Manipulation: Delete Syllables (delete syllables to make new words)—TE pp. 359, 373, 387
- Phonemic Manipulation: Add Syllables (add syllables to words to make new words)—TE pp. 378, 385
- Phonemic Manipulation: Delete and Add Syllables (delete syllables to make new words)—TE p. 403, 431

#### Overview

- Overview
  - Phonological Awareness Scope and Sequence Rationale
    - Five Basic Types of Activities—pp. 2–3
      - Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)
        - 1. Initial sound substitution (Replace the first sound in man with /p/.)
        - 2. Final sound substitution (Replace the last sound in bad with /g/.)
        - 3. Vowel substitution (Replace the middle sound in hat with /o/.)
        - 4. Syllable deletion (Say noble without no.)
        - 5. Initial sound deletion (Say sat without /s/.)
        - 6. Final sound deletion (Say make without /k/.)
        - 7. Initial phoneme in a blend deletion (Say slip without /s/.)
        - 8. Final phoneme in a blend deletion (Say nest without /t/.)
        - 9. Second phoneme in a blend deletion (Say slip without /l/.)
        - 10. Initial sound addition (Add /s/ to the beginning of at.)
        - 11. Final sound addition (Add /t/ to the end of res.)
    - Modeling the Tasks—pp. 10–12
      - Phonemic Manipulation Routine (Substitution)
      - Phonemic Manipulation Routine (Addition)
      - Phonemic Manipulation Routine (Deletion)

*continued*

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonological Awareness

#### Professional Development

- Instructional Guides
  - Phonics Assessment
    - Assessing Other Foundational Skills
      - Phonological Awareness (As students progress in their skills, phonemic manipulation tasks (phoneme substitution, deletion, addition) play a crucial role.)—pp. 9–10
  - Professional Development Planning
    - Professional Development and Implementation Support Plan and Video Viewing Guides
      - Video Viewer’s Guide: Session 3 Phonological Awareness—pp. 15–18
        - Phonological Awareness Tasks: Phonemic Manipulation

### Phonics and Word Recognition

**1RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

#### LEVEL A/GRADE 1 STUDENT BOOK/TEACHER’S EDITION

##### Unit 1 Short Vowels with Single Consonants

- Lesson 1 Short a—pp. 9–22
- Lesson 2 Short i—pp. 23–36
- Lesson 3 Short o—pp. 37–50
- Lesson 4 Short u—pp. 51–64
- Lesson 5 Short e—pp. 65–78

##### 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
- Lesson 9 Digraphs sh, th—pp. 123–136
- Lesson 10 Digraphs ch, tch, wh—pp. 137–150
- Lesson 11 Digraphs ng, nk—pp. 151–164

##### Unit 3 Final e

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

##### Unit 4 Long Vowels

- Lesson 14 Single Letter Long Vowels e, i, o—pp. 197–210
- Lesson 15 Long a (ai, ay)—pp. 211–224
- Lesson 16 Long e (ee, ea)—pp. 225–238
- Lesson 17 Long o (oa, ow)—pp. 239–252
- Lesson 18 Long i (y, igh)—pp. 253–266
- Lesson 19 Long u (u, ew, ue)—pp. 267–280

##### Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs

- Lesson 20 r-Controlled ar—pp. 283–296
- Lesson 21 r-Controlled er, ir, ur—pp. 297–310

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

	<ul style="list-style-type: none"> <li>• Lesson 22 r-Controlled or, ore, oar—pp. 311–324</li> <li>• Lesson 23 Short oo, Long oo (oo, ou, ew, ue, u_e)—pp. 325–338</li> <li>• Lesson 24 Diphthong /ou/ (ou, ow)—pp. 339–352</li> <li>• Lesson 25 Diphthong /oi/ (oi, oy)—pp. 353–366</li> <li>• Lesson 26 Complex Vowel /ō/ [au, aw, a(lk), a(lt), a(lI)]—pp. 367–380</li> <li>• Lesson 27 r-Controlled are, air, ear—pp. 381–394</li> </ul> <p><b>Unit 6 More Long Vowel Spellings</b></p> <ul style="list-style-type: none"> <li>• Lesson 28 Long i and Long o [i(ld), i(nd), o(ld)]—pp. 397–410</li> <li>• Lesson 29 Long i and Long o (ie, oe)—pp. 411–424</li> <li>• Lesson 30 Long e (y, ey, ie)—pp. 425–438</li> </ul>
<p><b>1RF3a:</b> Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p>	<p><b>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 2 Short Vowels with Blends and Digraphs</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 l-Blends—pp. 81–94</li> <li>• Lesson 7 s-Blends—pp. 95–108</li> <li>• Lesson 8 r-Blends—pp. 109–122</li> <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><b>LEVEL A/GRADE 1 DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Overview             <ul style="list-style-type: none"> <li>◦ Phonological Awareness Scope and Sequence Rationale                 <ul style="list-style-type: none"> <li>▪ Five Basic Types of Activities—pp. 2–3                     <ul style="list-style-type: none"> <li>• Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)                         <ul style="list-style-type: none"> <li>◦ 1. Initial sound substitution (Replace the first sound in man with /p/.)</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Decodable Library</b></p> <ul style="list-style-type: none"> <li>• Blends (Levels A &amp; B Take-Home Books/Lesson Plans)</li> <li>• Consonant Digraphs (Levels A &amp; B Take-Home Books/Lesson Plans)</li> </ul> <p><b>Sound Wall</b></p> <ul style="list-style-type: none"> <li>• Grapheme Wall             <ul style="list-style-type: none"> <li>◦ Grapheme Wall</li> <li>◦ Phoneme/Grapheme Cards</li> </ul> </li> <li>• Sound Wall Lesson Template             <ul style="list-style-type: none"> <li>◦ Sound Wall Lesson Template</li> </ul> </li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Each Lesson             <ul style="list-style-type: none"> <li>◦ Instructional Resources                 <ul style="list-style-type: none"> <li>▪ Sound-Spelling Letter Cards</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

	<ul style="list-style-type: none"> <li>▪ Cumulative Quick Check: Sound-Spelling Cards</li> <li>▪ Sound Boxes Blackline Master</li> <li>○ Interactive Practice Activities             <ul style="list-style-type: none"> <li>▪ Sound It, Spell It</li> </ul> </li> </ul>
<p><b>1RF3b:</b> Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).</p>	<p><b><u>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</u></b></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><b>Unit 4 Long Vowels</b></p> <ul style="list-style-type: none"> <li>• Lesson 14 Single Letter Long Vowels e, i, o—pp. 197-210</li> <li>• Lesson 15 Long a (ai, ay)—pp. 211-224</li> <li>• Lesson 16 Long e (ee, ea)—pp. 225-238</li> <li>• Lesson 17 Long o (oa, ow)—pp. 239-252</li> <li>• Lesson 18 Long i (y, igh)—pp. 253-266</li> <li>• Lesson 19 Long u (u, ew, ue)—pp. 267-280</li> </ul> <p><b>Unit 6 More Long Vowel Spellings</b></p> <ul style="list-style-type: none"> <li>• Lesson 28 Long i and Long o [i(ld), i(nd), o(ld)]—pp. 397-410</li> <li>• Lesson 29 Long i and Long o (ie, oe)—pp. 411-424</li> <li>• Lesson 30 Long e (y, ey, ie)—pp. 425-438</li> </ul> <p><b><u>LEVEL A/GRADE 1 DIGITAL RESOURCES*</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Overview             <ul style="list-style-type: none"> <li>○ Phonological Awareness Scope and Sequence Rationale                 <ul style="list-style-type: none"> <li>▪ Five Basic Types of Activities—pp. 2-3                     <ul style="list-style-type: none"> <li>• Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)                         <ul style="list-style-type: none"> <li>○ 1. Initial sound substitution (Replace the first sound in man with /p/.)</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Decodable Library</b></p> <ul style="list-style-type: none"> <li>• Long Vowels (Levels A, B &amp; C Take-Home Books/Lesson Plans)             <ul style="list-style-type: none"> <li>○ Long a (Levels A-C)</li> <li>○ Long e (Levels A-C)</li> <li>○ Long o (Levels A-C)</li> <li>○ Long i (Levels A-C)</li> <li>○ Long u (Levels A-C)</li> <li>○ Final e (Levels K-B)</li> <li>○ Single Letter Long Vowels (Levels K &amp; A)</li> </ul> </li> </ul> <p><b>Sound Wall</b></p> <ul style="list-style-type: none"> <li>• Grapheme Wall             <ul style="list-style-type: none"> <li>○ Grapheme Wall</li> <li>○ Phoneme/Grapheme Cards (long vowels)</li> </ul> </li> <li>• Sound Wall Lesson Template             <ul style="list-style-type: none"> <li>○ Sound Wall Lesson Template</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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1<sup>ST</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

	<p><b>Units 3, 4, and 6</b></p> <ul style="list-style-type: none"> <li>• Each Lesson             <ul style="list-style-type: none"> <li>○ Instructional Resources                 <ul style="list-style-type: none"> <li>▪ Sound-Spelling Letter Cards</li> <li>▪ Cumulative Quick Check: Sound-Spelling Cards</li> <li>▪ Sound Boxes Blackline Master</li> </ul> </li> <li>○ Interactive Practice Activities                 <ul style="list-style-type: none"> <li>▪ Sound It, Spell It</li> </ul> </li> </ul> </li> </ul>
<p><b>1RF3c:</b> Decode regularly spelled one-syllable words.</p>	<p><b><u>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It (chorally read the words/apply lesson skill to decoding regularly spelled one-syllable words)             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> <p><b><u>LEVEL A/GRADE 1 TEACHER'S EDITION</u></b></p> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It (read aloud/use lesson skill to decode regularly spelled one-syllable words)             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> <p><b><u>LEVEL A/GRADE 1 DIGITAL RESOURCES*</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• High-Frequency Words             <ul style="list-style-type: none"> <li>○ Decodable High-Frequency Words</li> </ul> </li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                 <ul style="list-style-type: none"> <li>▪ Session 5: Decodable Text—pp. 23–26</li> </ul> </li> </ul> </li> <li>• High Impact Routines by Wiley Blevins             <ul style="list-style-type: none"> <li>○ Video: High-Impact Routine: Decodable Texts</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

	<p><b>Decodable Library</b></p> <ul style="list-style-type: none"> <li>• Alphabet Recognition (Level K Pre-Decodable Texts/Take-Home Books/Lesson Plans)</li> <li>• Consonants (Level K Pre-Decodable Texts/Take-Home Books/Lesson Plans)</li> <li>• Short Vowels (Levels K Pre-Decodable Texts/Levels K-C Take-Home Books/Lesson Plans)</li> <li>• Blends (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)</li> <li>• Consonant Digraphs (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)</li> <li>• Long Vowels (Level K Take-Home Books/Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>• r-Controlled Vowels (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>• Complex Vowels and Diphthongs (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>• Syllable Types (Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>• Word Study Skills (Level C Interact with the Text &amp; Decodable Passages/Lesson Plans)</li> </ul>
<p><b>1RF3d:</b> Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</p>	<p><b><u>LEVEL A/GRADE 1 TEACHER'S EDITION</u></b></p> <p><b>Phonemic Awareness</b> Children clap to determine the number of syllables while saying the word.</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: Delete and Add Syllables (delete syllables to make new words)—TE pp. 403, 431</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• Word Study: Transition to Longer Words (identify, segment/draw line between syllables)—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Transition to Longer Words (divide words into syllables)—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul> <p><b><u>LEVEL A/GRADE 1 DIGITAL RESOURCES*</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                     <ul style="list-style-type: none"> <li>▪ Multisyllabic Words—pp. 51-54</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins             <ul style="list-style-type: none"> <li>○ Video: Multisyllabic Words</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Benchmark Assessments             <ul style="list-style-type: none"> <li>○ Comprehensive Phonics Survey                 <ul style="list-style-type: none"> <li>▪ E. Word Study (Multisyllabic Words)</li> </ul> </li> </ul> </li> <li>• Benchmark Assessments Administration &amp; Analysis             <ul style="list-style-type: none"> <li>○ Comprehensive Phonics Survey Analysis</li> </ul> </li> </ul>
<p><b>1RF3e:</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><b><u>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</u></b></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> <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><b><u>LEVEL A/GRADE 1 TEACHER'S EDITION</u></b></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> </ul> <p style="text-align: right;"><i>continued</i></p>

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

	<ul style="list-style-type: none"> <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><b>1RF3f:</b> Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).</p>	<p><b><u>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</u></b></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. 291, 305, 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><u>LEVEL A/GRADE 1 TEACHER'S EDITION</u></b></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> <p><b><u>LEVEL A/GRADE 1 DIGITAL RESOURCES*</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Overview             <ul style="list-style-type: none"> <li>◦ Phonological Awareness Scope and Sequence Rationale                     <ul style="list-style-type: none"> <li>▪ Five Basic Types of Activities—pp. 2-3                             <ul style="list-style-type: none"> <li>• Activity Type 5: Phoneme Manipulation (substitution, deletion, addition)                                     <ul style="list-style-type: none"> <li>◦ 1. Initial sound substitution (Replace the first sound in man with /p/.)</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

	<p><b>Decodable Library</b></p> <ul style="list-style-type: none"> <li>• Word Study Skills (Level C Take-Home Books/Lesson Plans)             <ul style="list-style-type: none"> <li>○ Inflectional Endings (Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>○ Suffixes (Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>○ Compound Words (Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> </ul> </li> </ul>
<p><b>1RF3g:</b> Read most common high-frequency words by sight.</p>	<p><b>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write/ Use in Context             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> <p><b>LEVEL A/GRADE 1 TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• [Day 1] Read-Spell-Write             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>• [Day 2] Review/Extend             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

- [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; 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
- [Day 5] Build Fluency/Review
  - 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

#### **LEVEL A/GRADE 1 DIGITAL RESOURCES\***

##### **Overview**

- High-Frequency Words
  - High-Frequency Words
  - Decodable High-Frequency Words
  - Irregular High-Frequency Words

##### **Professional Development**

- Professional Development Planning
  - Professional Development Planning Guide and Video Viewing Guides
    - Video Viewer's Guide
      - Session 7 High-Frequency Words—pp. 31–34
- High-Impact Routines by Wiley Blevins
  - Video: High-Frequency Words

##### **Assessment**

- Benchmark Assessments
  - High-Frequency Word Assessment
- Benchmark Assessments Administration & Analysis
  - High-Frequency Word Analysis
- Formative Assessments
  - Reading Observation Form (high-frequency words)

*continued*



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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Phonics and Word Recognition

- Assessment Administration Videos
  - Administering the High-Frequency Word Assessment Parts 1 & 2
  - Author Debrief of the the High-Frequency Word Assessment Parts 1 & 2

#### Differentiation Supports

- Additional Routines
  - Teacher’s Guide to High-Frequency Words

### Fluency

**1RF4:** Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

#### LEVEL A/GRADE 1 STUDENT BOOK/TEACHER’S EDITION

##### Read Connected Text

- Connected Text/Interact with the Text (children read the story, then answer comprehension questions)
  - 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 (children read the lesson’s decodable story—also called the lesson’s Take-Home Book—and focus on comprehension)
  - 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

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## 1<sup>st</sup> Grade Reading Standards: Foundational Skills | 1RF

1<sup>ST</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### Fluency

#### LEVEL A/GRADE 1 TEACHER'S EDITION

##### Read Connected Text

- Connected Text/Interact with the Text
  - Ask questions to check comprehension (find details in text)
    - 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
- Take-Home Book
  - Check Comprehension (ask questions about the story/ children discuss answers with a partner; find details in text or illustrations to support answers)
    - 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

##### Read Children's Books

Recommended beginning reader texts/trade books that reinforce newly learned skills.

- Unit 1—TE pp. 7 and 8: *The Cat in the Hat* by Dr. Seuss, *Whistle for Willie* by Ezra Jack Keats, *Flossie and the Fox* by Patricia McKissack, *Umbrella* by Taro Yashima, *Elephant in a Well* by Marie Hall Ets
- Unit 2—TE pp. 79 and 80: *The Day I Had to Play with My Sister* by Crosby Bonsall, *The Snail's Spell* by Joanne Ryder, *Grasshopper on the Road* by Arnold Lobel, *What's So Funny, Ketu?* by Verna Aardema, *Shy Charles* by Rosemary Wells, *Where the Wild Things Are* by Maurice Sendak
- Unit 3—TE pp. 165 and 166: *Frog and Toad Are Friends* by Arnold Lobel, *Going Home* by Margaret Wild

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1<sup>ST</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### Fluency

	<ul style="list-style-type: none"> <li>• Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal</li> <li>• Unit 5—TE pp. 281 and 282: <i>Ox-cart Man</i> by Donald Hall, <i>A House for Hermit Crab</i> by Eric Carle, <i>One Monday Morning</i> by Uri Shulevitz, <i>Everybody Cooks Rice</i> by Norah Dooley, <i>Too Many Babas</i> by Carolyn Croll, <i>The Boy Who Didn't Believe in Spring</i> by Lucille Clifton, <i>Counting Cows</i> by Woody Jackson, <i>Mr. Tall and Mr. Small</i> by Barbara Brenner, <i>Hairs/Pelitos</i> by Sandra Cisneros</li> <li>• Unit 6—TE pp. 395 and 396: <i>Jamaica's Find</i> by Juanita Havill, <i>When I Am Old With You</i> by Angela Johnson, <i>The Giant's Toe</i> by Brock Cole, <i>Grandfather's Journey</i> by Allen Say</li> </ul> <p><b><u>LEVEL A/GRADE 1 DIGITAL RESOURCES*</u></b></p> <p><b>Decodable Library</b></p> <ul style="list-style-type: none"> <li>• Consonants (Level K Pre-Decodable Texts/Take-Home Books/Lesson Plans)</li> <li>• Short Vowels (Levels K Pre-Decodable Texts/Levels K-C Take-Home Books/Lesson Plans)</li> <li>• Blends (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)</li> <li>• Consonant Digraphs (Level A Take-Home Books/Level B Decodable Passages/Lesson Plans)</li> <li>• Long Vowels (Level K Take-Home Books/Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>• r-Controlled Vowels (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>• Complex Vowels and Diphthongs (Level A Take-Home Books/Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> <li>• Syllable Types (Level B Decodable Passages/Level C Interact with the Text &amp; Decodable Passage/Lesson Plans)</li> </ul>
<p><b>1RF4a:</b> Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b><u>LEVEL A/GRADE 1 STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (beginning reader texts)             <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 style="text-align: right;"><i>continued</i></p>

## 1<sup>st</sup> Grade Reading Standards: Foundational Skills | 1RF

1<sup>ST</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### Fluency

#### Read Connected Text

- Take-Home Book (beginning reader texts)
  - 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

#### LEVEL A/GRADE 1 TEACHER'S EDITION

#### Read Connected Text

- Connected Text (chorally read beginning reader 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 beginning reader 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

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1<sup>ST</sup> GRADE NYS NEXT GENERATION ELA LEARNING STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

### Fluency

- Take-Home Book
  - 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

#### Independent/Partner Work

- 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, 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;

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Fluency

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/GRADE 1 DIGITAL RESOURCES\*

##### Assessment

- Formative Assessments
  - Fluency Assessment Guidance
- Formative Assessments Administration & Analyses
  - Cumulative Assessment—Fluency Check Expectations
- Assessment Administration Videos
  - Administering the Cumulative Fluency Check: Grade 1 (2)
  - Author Debrief of Cumulative Fluency Check: Grade 1 (2)

##### Differentiation Supports

- Additional Routines
  - Teacher’s Guide to Fluency
    - What Is Fluency?
      - Supporting Fluency Development—pp. 1-2
        - Phrasing
        - Expression and Intonation
        - Punctuation
        - Rate
        - Accuracy
      - A Note About *Student Fluency Sentences*—p. 3
  - From Fluency to Comprehension: Routines and Minilessons: Level A
    - Repeated Reading Fluency Routine
    - Fluency Minilessons (one minilesson per unit)
      1. Model Fluency (general introduction)/\*Assess Fluency (wcpm)
      2. Introduce the Repeated Reading Fluency Routine
      3. Model Fluency: Intonation (end punctuation)
      4. Echo Read
      5. Choral Read
      6. Oral Recitation Lesson
      7. Model Fluency: Pauses Between Words
      8. Model Fluency: Return Sweep Eye Movements
      9. Paired Repeated Readings
      10. 2-Minute Drills
      11. Reader’s Theater

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\*Digital resources available at SadlierConnect.com

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Fluency

12. Oral Recitation Lesson
13. Audiobook Modeling
14. Model Fluency: Intonation (end punctuation)
15. Echo Read/\*Assess Fluency (wcpm)
16. Choral Read
17. Oral Reading Model
18. Oral Recitation Lesson
19. Model Fluency: Intonation (end punctuation)
20. Repeated Readings Chart
21. Paired Repeated Readings
22. 2-Minute Drills
23. Reader's Theater
24. Oral Recitation Lesson
25. Repeated Readings Chart
26. Audiobook Modeling
27. Model Fluency: Intonation (end punctuation)
28. Paired Repeated Readings
29. 2-Minute Drills
30. \*Assess Fluency (wcpm)

#### Each Unit

- Each Unit
  - Student and Family Resources
    - Dear Family (letter)
    - Apreciada familia (letter in Spanish)
    - Student Fluency Sentences
      - Student Fluency Sentences may be used in class to model fluent reading for students. 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.
  - Each Lesson
    - Cumulative Assessments
      - Fluency Check (each lesson)
      - Student Fluency Report (each unit)

**1RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### LEVEL A/GRADE 1 TEACHER'S EDITION

##### Read Connected Text

- Connected Text (reread sentence with difficult word/use context to self-correct/confirm correct word)
  - 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,

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FROM PHONICS TO READING, LEVEL A / GRADE 1

### Fluency

- 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) (reread sentence with unfamiliar word/use context to confirm or self-correct word recognition)
    - 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