

From Phonics to Reading

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

Grade 1



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Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p>1RF1: Demonstrate understanding of the organization and basic features of print.</p> <p>1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Print Concepts Understanding How Sentences Work (every sentence must begin with a capital letter and end with an end mark) Teacher's Edition, Unit 1, Lesson 1, TE p. 17 Teacher's Edition, Unit 2, Lesson 10, TE p. 145 Teacher's Edition, Unit 3, Lesson 13, TE p. 189 Teacher's Edition, Unit 4, Lesson 18, TE p. 261 Teacher's Edition, Unit 5, Lesson 24, TE p. 347 Teacher's Edition, Unit 6, Lesson 28, TE p. 405</p> <p>Comparing Sentences and Phrases Teacher's Edition, Unit 1, Lesson 4, TE p. 59</p> <p>Understanding How Sentences Work (contrast sentences and phrases) Teacher's Edition, Unit 6, Lesson 30, TE p. 433</p> <hr/> <p style="text-align: center;">DIGITAL RESOURCES</p> <p>Supporting Instruction of Print Concepts Sentences (sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks) SadlierConnect.com, Level A, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, p. 2</p>

Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p style="text-align: center;"><i>Blending Sounds</i></p> <p>Introduction Short o Student Edition & Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 37 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 37</p> <p>Short u Student Edition & Teacher's Edition, Unit 1, Lesson 4, SE/TE p. 51 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. 51</p> <p style="text-align: right;"><i>continued</i></p>

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Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction (<i>cont.</i>)</p> <p>Short e Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE/TE p. 65 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 65</p> <hr/> <p>Phonemic Awareness</p> <p>Oral Blending Teacher’s Edition, Unit 1, Lesson 3, TE p. 37 Teacher’s Edition, Unit 1, Lesson 4, TE p. 51 Teacher’s Edition, Unit 1, Lesson 5, TE p. 65</p> <hr/> <p style="text-align: center;"><i>Blending Sounds: Consonant Blends</i></p> <p>Introduction</p> <p>l-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 6, SE/TE p. 81 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 81</p> <p>s-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 95 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 95</p> <p>r-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 109 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 109</p> <hr/> <p>Phonemic Awareness</p> <p>Oral Blending Teacher’s Edition, Unit 2, Lesson 6, TE p. 81 Teacher’s Edition, Unit 2, Lesson 7, TE p. 95 Teacher’s Edition, Unit 2, Lesson 8, TE p. 109</p> <hr/> <p style="text-align: center;"><i>Segment Single-Syllable Words</i></p> <p>Phonemic Awareness</p> <p>Oral Segmentation (segment each word sound by sound/count sounds) Teacher’s Edition, Unit 1, Lesson 2, TE p. 27 Teacher’s Edition, Unit 2, Lesson 9, TE p. 127</p> <p style="text-align: center;"><i>continued</i></p>

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Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Phonemic Awareness (cont.) Teacher’s Edition, Unit 3, Lesson 12, TE p. 171 Teacher’s Edition, Unit 4, Lesson 15, TE p. 215 Teacher’s Edition, Unit 5, Lesson 22, TE p. 315 Teacher’s Edition, Unit 6, Lesson 28, TE p. 401</p> <p>Teacher Table Intervention Think and Write (orally segment words) Teacher’s Edition, Unit 1, Lesson 2, TE p. 28 Teacher’s Edition, Unit 2, Lesson 9, TE p. 128 Teacher’s Edition, Unit 3, Lesson 12, TE p. 172 Teacher’s Edition, Unit 4, Lesson 15, TE p. 216 Teacher’s Edition, Unit 5, Lesson 22, TE p. 316 Teacher’s Edition, Unit 6, Lesson 28, TE p. 402</p>
<p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p>Phonemic Awareness Phonemic Manipulation: Add Sounds (add target sounds to create new words) Teacher’s Edition, Unit 2, Lesson 7, TE p. 101 Teacher’s Edition, Unit 2, Lesson 9, TE p. 129 Teacher’s Edition, Unit 4, Lesson 18, TE p. 259 Teacher’s Edition, Unit 5, Lesson 20, TE pp. 287, 294 Teacher’s Edition, Unit 5, Lesson 21, TE p. 308 Teacher’s Edition, Unit 5, Lesson 22, TE pp. 315, 322 Teacher’s Edition, Unit 5, Lesson 26, TE p. 371</p> <p>Phonemic Manipulation: Substitute Sounds (substitute sounds to create new words) Teacher’s Edition, Unit 4, Lesson 14, TE p. 203 Teacher’s Edition, Unit 4, Lesson 17, TE p. 245 Teacher’s Edition, Unit 5, Lesson 20, TE p. 292 Teacher’s Edition, Unit 5, Lesson 21, TE p. 306 Teacher’s Edition, Unit 5, Lesson 22, TE p. 320</p> <p>Phonemic Manipulation: Substitute Sounds (delete sounds to create new words) Teacher’s Edition, Unit 4, Lesson 16, TE p. 231 Teacher’s Edition, Unit 4, Lesson 19, TE p. 273 Teacher’s Edition, Unit 5, Lesson 23, TE p. 331 Teacher’s Edition, Unit 5, Lesson 24, TE p. 345</p>

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Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <p>Phonemic Manipulation: Add Sounds (add target sounds to create new words) Teacher's Edition, Unit 2, Lesson 7, TE p. 101 Teacher's Edition, Unit 2, Lesson 9, TE p. 129 Teacher's Edition, Unit 4, Lesson 18, TE p. 259 Teacher's Edition, Unit 5, Lesson 20, TE pp. 287, 294 Teacher's Edition, Unit 5, Lesson 21, TE p. 308 Teacher's Edition, Unit 5, Lesson 22, TE pp. 315, 322 Teacher's Edition, Unit 5, Lesson 26, TE p. 371</p> <p>Phonemic Manipulation: Substitute Sounds (substitute sounds to create new words) Teacher's Edition, Unit 4, Lesson 14, TE p. 203 Teacher's Edition, Unit 4, Lesson 17, TE p. 245 Teacher's Edition, Unit 5, Lesson 20, TE p. 292 Teacher's Edition, Unit 5, Lesson 21, TE p. 306 Teacher's Edition, Unit 5, Lesson 22, TE p. 320</p> <p>Phonemic Manipulation: Substitute Sounds (delete sounds to create new words) Teacher's Edition, Unit 4, Lesson 16, TE p. 231 Teacher's Edition, Unit 4, Lesson 19, TE p. 273 Teacher's Edition, Unit 5, Lesson 23, TE p. 331 Teacher's Edition, Unit 5, Lesson 24, TE p. 345</p>

Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction</p> <p>I-Blends Student Edition & Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 81 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 81</p> <p>s-Blends Student Edition & Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 95 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 95</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction (cont.)</p> <p>r-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 109 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 109</p> <p>Digraphs sh, th Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 123 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 123</p> <p>Digraphs ch, tch, wh Student Edition & Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 137 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 137</p> <p>Digraphs ng, nk Student Edition & Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 151 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 151</p> <p>Learning Center</p> <p>Word Lists (l-blends) Teacher’s Edition, Unit 2, Lesson 6, TE p. 82</p> <p>Consonant Blends Teacher’s Edition, Unit 2, Lesson 7, TE p. 96</p> <p>Write Sentences (r-blends) Teacher’s Edition, Unit 2, Lesson 8, TE p. 110</p> <p>Spelling with Digraphs Teacher’s Edition, Unit 2, Lesson 9, TE p. 124 Teacher’s Edition, Unit 2, Lesson 11, TE p. 152</p> <p>Sound-Spelling Connection Teacher’s Edition, Unit 2, Lesson 10, TE p. 138</p> <p>Read Connected Text: Interact with the Text (circle words with blends/digraphs)</p> <p>“The Plan for the Play” (l-Blends) Student Edition & Teacher’s Edition, Unit 2, Lesson 6, SE/TE p. 83 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 83</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: Interact with the Text (<i>cont.</i>)</p> <p>“Skip, Stomp, and Spin” (s-Blends) Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 97 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 97</p> <p>“What Is It?” (r-Blends) Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 111 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 111</p> <p>“This and That” (Digraphs sh, th) Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 125 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 125</p> <p>“Our Dog Butch” (Digraphs ch, tch, wh) Student Edition & Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 139 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 139</p> <p>“The Rink” (Digraphs ng, nk) Student Edition & Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 153 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 153</p> <hr/> <p>Word Sort (sort words according to blend or digraph)</p> <p>Sort It Out: l-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 6, SE/TE p. 84 Closed Sort Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 84</p> <p>Sort It Out: s-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 98 Closed Sort Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 98</p> <p>Sort It Out: r-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 112 Closed Sort Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 112</p> <p>Sort It Out: Digraphs sh, th Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 126 Closed Sort Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 126</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort (cont.)</p> <p>Sort It Out: Digraphs ch, tch, wh Student Edition & Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 140</p> <p>Closed Sort Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 140</p> <p>Sort It Out: Digraphs ng, nk Student Edition & Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 154</p> <p>Closed Sort Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 154</p> <hr/> <p>Dictation (connect each sound to a spelling)</p> <p>Think and Write: I-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 6, SE/TE p. 85 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 86</p> <p>Think and Write: s-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 99 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 100</p> <p>Think and Write: r-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 113 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 114</p> <p>Think and Write: Digraphs sh, th Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 127 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 128</p> <p>Think and Write: Digraphs ch, tch, wh Student Edition & Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 141 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 142</p> <p>Think and Write: Digraphs ng, nk Student Edition & Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 155 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 156</p> <hr/> <p>Teacher Table Intervention</p> <p>Think and Write (read words with blends and digraphs/connect each sound with a spelling) Teacher’s Edition, Unit 2, Lesson 6, TE p. 86</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher Table Intervention (cont.) Teacher’s Edition, Unit 2, Lesson 7, TE p. 100 Teacher’s Edition, Unit 2, Lesson 8, TE p. 114 Teacher’s Edition, Unit 2, Lesson 9, TE p. 128 Teacher’s Edition, Unit 2, Lesson 10, TE p. 142 Teacher’s Edition, Unit 2, Lesson 11, TE p. 156</p> <hr/> <p>Independent Practice (read and write words with blends and digraphs)</p> <p>Read and Write: I-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 6, SE/TE p. 90 Lesson Plan: Unit 2, Lesson 6, TE p. 90</p> <p>Read and Write: s-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 7, SE/TE p. 104 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 7, TE p. 104</p> <p>Read and Write: r-Blends Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 118 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 118</p> <p>Read and Write: Digraphs sh, th Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 132 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 132</p> <p>Read and Write: Digraphs ch, tch, wh Student Edition & Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 146 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 146</p> <p>Read and Write: Digraphs ng, nk Student Edition & Teacher’s Edition, Unit 2, Lesson 11, SE/TE p. 160 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 11, TE p. 160</p> <hr/> <p style="text-align: center;">INTERACTIVE PRACTICE BUNDLE</p> <p>Decodable Library</p> <p>s-Blends Take-Home Books: “The Best Snack”/”Skunks” SadlierConnect.com, Level A, Decodable Library, Blends, s-Blends, Level A</p> <p>Lesson Plan: “The Best Snack”/”Crow Skunks” SadlierConnect.com, Level A, Decodable Library, Blends, s-Blends, Level A</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Decodable Library (<i>cont.</i>)</p> <p>r-Blends Take-Home Books: “Brad and Trent”/“The Three Hens” SadlierConnect.com, Level A, Decodable Library, Blends, r-Blends, Level A Lesson Plan: “Brad and Trent”/“The Three Hens” SadlierConnect.com, Level A, Decodable Library, Blends, r-Blends, Level A</p> <p>Final Blends Take-Home Books: “Dear Grandma”/“Our Best Riddles” SadlierConnect.com, Level A, Decodable Library, Blends, Final Blends, Level A Lesson Plan: “Dear Grandma”/“Our Best Riddles” SadlierConnect.com, Level A, Decodable Library, Blends, Final Blends, Level A</p> <p>Level A—ch, tch, wh Take-Home Books: “What Is for Lunch?”/“Will We Win?” SadlierConnect.com, Level A, Decodable Library, Blends, Consonant Digraphs, Level A Lesson Plan: “What Is for Lunch?”/“Will We Win?” SadlierConnect.com, Level A, Decodable Library, Blends, Consonant Digraphs, Level A</p> <p>Level A—ng, nk Take-Home Books: “The King’s Song”/“Things with Wings” SadlierConnect.com, Level A, Decodable Library, Blends, Consonant Digraphs, Level A Lesson Plan: “The King’s Song”/“Things with Wings” SadlierConnect.com, Level A, Decodable Library, Blends, Consonant Digraphs, Level A</p> <p>Sound Wall</p> <p>Consonants Wall: Articulation Videos & Consonant Sound Cards SadlierConnect.com, Level A, Sound Wall, Consonants Wall</p> <p>Grapheme Wall & Phoneme/Grapheme Cards (digraphs) SadlierConnect.com, Level A, Sound Wall, Grapheme Wall</p> <p>Sound Wall Lesson Template SadlierConnect.com, Level A, Sound Wall, Consonants Wall, Sound Wall Lesson Template</p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction</p> <p>Final e (a_e, i_e) Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 167 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 167</p> <p>Long e (ee, ea) Student Edition & Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 225 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 225</p> <p>Long u (u, ew, ue) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 267 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 267</p> <p>Long i and Long o (ie, oe) Student Edition & Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 411 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 411</p> <p>Read Connected Text</p> <p>“The Plane Ride” (Final e (a_e, i_e)) Interact with the Text (mark words with long vowel sounds) Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 169</p> <p>“Good Deeds” (Long e (ee, ea)) Interact with the Text (mark words with long vowel sounds) Student Edition & Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 227 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 227</p> <p>“Where Could I Find?” (Long u (u, ew, ue)) Interact with the Text (mark words with long vowel sounds) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 269 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 269</p> <p>“What Is It?” (Long i and Long o (ie, oe)) Interact with the Text (mark words with long vowel sounds) Student Edition & Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 413 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 413</p> <p style="text-align: right;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort (read/sort words with long vowel sounds)</p> <p>Sort It Out: Final e (a_e, i_e) Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 170</p> <p>Word Sort: Open Sort/Closed Sort Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 170</p> <p>Sort It Out: Long e (ee, ea) Student Edition & Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 228</p> <p>Word Sort: Open Sort/Closed Sort Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 228</p> <p>Sort It Out: Long u (u, ew, ue) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 270</p> <p>Word Sort: Open Sort/Closed Sort Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 270</p> <p>Sort It Out: Long i and Long o (ie, oe) Student Edition & Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 414</p> <p>Word Sort: Open Sort/Closed Sort Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 414</p> <p>Read Connected Text: Take-Home Books (read words with long-vowel sounds in regularly spelled one-syllable words in context)</p> <p>“The Big Race” Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE pp. 173–174</p> <p>Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 174</p> <p>“The Seaside” Student Edition & Teacher’s Edition, Unit 4, Lesson 16, SE/TE pp. 231–232</p> <p>Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 232</p> <p>“Let’s Make Music!” Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274</p> <p>Take-Home Book: First Read (Read Together) 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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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent Practice (read regularly spelled one-syllable words with long-vowel sounds)</p> <p>Read and Write: Final e (a_e, i_e) Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 176 Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 176</p> <p>Read and Write: Long e (ee, ea) Student Edition & Teacher’s Edition, Unit 4, Lesson 16, SE/TE p. 234 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 16, TE p. 234</p> <p>Read and Write: Long u (u, ew, ue) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 276 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 276</p> <p>Read and Write: Long i and Long o (ie, oe) Student Edition & Teacher’s Edition, Unit 6, Lesson 29, SE/TE p. 420 Lesson Plan: Teacher’s Edition, Unit 6, Lesson 29, TE p. 420</p> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text (read regularly spelled one-syllable words with long vowel sounds)</p> <p>“Ice Is Nice!” Fluency Booster Practice Book, Lesson 12, pp. 47–48 “Ice Is Nice!” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 1-5, Lesson 3: Short o, Decodable Text Lesson Plan</p> <p>“In the Sea” Fluency Booster Practice Book, Lesson 16, pp. 63–64 “In the Sea” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 14-19, Lesson 14: Single Letter Long Vowels e, i, o, Decodable Text Lesson Plan</p> <p>“Just a Few” Fluency Booster Practice Book, Lesson 19, pp. 75–76 “Just a Few” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 14-19, Lesson 19: Long u (u, ew, ue), Decodable Text Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Decodable Text (<i>cont.</i>)</p> <p>“Time Flies” Fluency Booster Practice Book, Lesson 29, pp. 115-116 “Time Flies” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 28-30, Lesson 29: Long i and Long o (ie, oe), Decodable Text Lesson Plan</p> <hr/> <p style="text-align: center;">INTERACTIVE PRACTICE BUNDLE</p> <p>Decodable Library</p> <p>Level A—ee, ea: Take-Home Books: “The Seaside”/“In the Sea” SadlierConnect.com, Level A, Decodable Library, Long Vowels, Long e, Level A Lesson Plan: “The Seaside”/“In the Sea” SadlierConnect.com, Level A, Decodable Library, Long Vowels, Long e, Level A</p> <p>Level A— u, ew, ue: Take-Home Books: “Let’s Make Music!”/“Just a Few” SadlierConnect.com, Level A, Decodable Library, Long Vowels, Long u, Level A Lesson Plan: “Let’s Make Music!”/“Just a Few” SadlierConnect.com, Level A, Decodable Library, Long Vowels, Long u, Level A</p> <hr/> <p>Sound Wall</p> <p>Vowel Valley: Articulation Videos & Vowel Sound Cards SadlierConnect.com, Level A, Sound Wall, Consonants Wall</p> <p>Grapheme Wall & Phoneme/Grapheme Cards (long vowels) SadlierConnect.com, Level A, Sound Wall, Grapheme Wall</p> <p>Sound Wall Lesson Template SadlierConnect.com, Level A, Sound Wall, Consonants Wall, Sound Wall Lesson Template</p>
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3c: Decode regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction</p> <p>Short o Student Edition & Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 37 Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 37</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3c: Decode regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Introduction (<i>cont.</i>)</p> <p>Single Letter Long Vowels e, i, o Student Edition & Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 197</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 197</p> <p>r-Controlled or, ore, oar Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 311</p> <p>Introduce Sound-Spelling: Learn and Blend/Blend It Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 311</p> <hr/> <p>Read Connected Text (read regularly spelled one-syllable words in context)</p> <p>“Bob’s Job” Student Edition & Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 39</p> <p>Read Connected Text: Connected Text Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 39</p> <p>“Bo’s First Day” Student Edition & Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 199</p> <p>Read Connected Text: Connected Text Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 199</p> <p>“Sports Fans” Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 313</p> <p>Read Connected Text: Connected Text Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 313</p> <hr/> <p>Word Sort (read each word)</p> <p>Sort It Out Student Edition & Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 40</p> <p>Word Sort: Open Sort Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 40</p> <p>Sort It Out Student Edition & Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 200</p> <p>Word Sort: Open Sort Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 200</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3c: Decode regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort (cont.) Sort It Out Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 314 Word Sort: Open Sort Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 314</p> <p>Read Connected Text: Take-Home Books (read regularly spelled one-syllable words in context)</p> <p>“Frog” Student Edition & Teacher’s Edition, Unit 1, Lesson 3, SE/TE pp. 43–44 Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 44</p> <p>“The New School” Student Edition & Teacher’s Edition, Unit 4, Lesson 14, SE/TE pp. 203–204 Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 204</p> <p>“Stores at the Mall” Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE pp. 317–318 Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 318</p> <p>Home-School Connection Build Fluency (practice reading regularly spelled one-syllable words in Take-Home Books orally with families at home/practice reading the five Student Fluency Sentences) Teacher’s Edition, Unit 1, Lesson 3, TE p. 43 Teacher’s Edition, Unit 4, Lesson 14, TE p. 203 Teacher’s Edition, Unit 5, Lesson 22, TE p. 317</p> <p>Independent Practice (read/select the correct regularly spelled one-syllable word to match each picture)</p> <p>Read and Write Student Edition & Teacher’s Edition, Unit 1, Lesson 3, SE/TE p. 44 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 44</p> <p>Read and Write Student Edition & Teacher’s Edition, Unit 4, Lesson 14, SE/TE p. 206 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 206</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3c: Decode regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Independent Practice (<i>cont.</i>)</p> <p>Read and Write Student Edition & Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 320 Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 320</p> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text (read regularly spelled one-syllable words in context)</p> <p>“Jump” Fluency Booster Practice Book, Lesson 3, pp. 11-12 “Jump” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 1-5, Lesson 3: Short o, Decodable Text Lesson Plan</p> <p>“A New Friend” Fluency Booster Practice Book, Lesson 14, pp. 55-56 “A New Friend” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 14-19, Lesson 14: Single Letter Long Vowels e, i, o, Decodable Text Lesson Plan</p> <hr/> <p>“Storm” Fluency Booster Practice Book, Lesson 22, pp. 87-88 “Storm” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 20-27, Lesson 22: r-Controlled or, ore, oar, Decodable Text Lesson Plan</p> <hr/> <p>Fluency Practice (read regularly spelled one-syllable words in context)</p> <p>Fluency Practice 1 Fluency Practice 2 Fluency Practice 3 Fluency Practice 4 Fluency Booster Practice Book, pp. 123-128 SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Fluency Practice</p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study/Morphology Transition to Longer Words Student Edition & Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 291 Word Study/Morphology: Transition to Longer Words (every syllable in a word has only one vowel sound) Teacher's Edition, Unit 5, Lesson 20, TE p. 291</p> <p>Phonemic Awareness Phonemic Manipulation: Delete Syllables (clap/count the number syllables in a word) Teacher's Edition, Unit 5, Lesson 25, TE p. 359 Teacher's Edition, Unit 5, Lesson 26, TE p. 373 Teacher's Edition, Unit 5, Lesson 27, TE p. 387 Phonemic Manipulation: Delete and Add Syllables (clap/count the number syllables in a word) Teacher's Edition, Unit 6, Lesson 28, TE p. 403 Teacher's Edition, Unit 6, Lesson 29, TE p. 417 Teacher's Edition, Unit 6, Lesson 30, TE p. 431</p> <p style="text-align: center;">DIGITAL RESOURCES</p> <p>Five Basic Types of Activities Activity Type 4: Oral Segmentation Routine (including counting sounds) 1. Syllables (say or clap a word by syllables/explain that each syllable has one vowel sound or "chin drop") SadlierConnect.com, Level A, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 3</p>
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Word Study/Morphology (decode two-syllable words by breaking the words into syllables) Transition to Longer Words Student Edition & Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 291 Word Study/Morphology: Transition to Longer Words Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 291 Transition to Longer Words Student Edition & Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 305 Word Study/Morphology: Transition to Longer Words Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 305</p> <p style="text-align: right;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology (cont.)</p> <p>Transition to Longer Words Student Edition & Teacher’s Edition, Unit 5, Lesson 25, SE/TE p. 361</p> <p>Word Study/Morphology: Transition to Longer Words Lesson Plan: Teacher’s Edition, Unit 5, Lesson 25, TE p. 361</p> <p>Transition to Longer Words Student Edition & Teacher’s Edition, Unit 6, Lesson 28, SE/TE p. 405</p> <p>Word Study/Morphology: Transition to Longer Words Lesson Plan: Teacher’s Edition, Unit 6, Lesson 28, TE p. 405</p> <hr/> <p>Sound-Spelling/Blending</p> <p>Word Study/Morphology: Transition to Longer Words (break words into syllables) Teacher’s Edition, Unit 5, Lesson 20, TE pp. 292, 294 Teacher’s Edition, Unit 5, Lesson 21, TE pp. 306, 308 Teacher’s Edition, Unit 5, Lesson 25, TE pp. 362, 364 Teacher’s Edition, Unit 6, Lesson 28, TE pp. 406, 408</p> <hr/> <p>Teacher Table Intervention</p> <p>Word Study: Transition to Longer Words (divide words into syllables and read them) Teacher’s Edition, Unit 5, Lesson 20, TE p. 292 Teacher’s Edition, Unit 5, Lesson 21, TE p. 306 Teacher’s Edition, Unit 5, Lesson 25, TE p. 362 Teacher’s Edition, Unit 6, Lesson 28, TE p. 406</p>
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p>Word Study/Morphology</p> <p>Inflectional Ending s Student Edition & Teacher’s Edition, Unit 1, Lesson 2, SE/TE p. 31</p> <p>Word Study/Morphology: Inflectional Ending –ed Lesson Plan: Teacher’s Edition, Unit 1, Lesson 2, TE p. 31</p> <p>Inflectional Ending –ed Student Edition & Teacher’s Edition, Unit 2, Lesson 9, SE/TE p. 131</p> <p>Word Study/Morphology: Inflectional Ending –ed Lesson Plan: Teacher’s Edition, Unit 2, Lesson 9, TE p. 131</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology (cont.)</p> <p>Inflectional Ending -ing and -ed Student Edition & Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 189 Word Study/Morphology: Inflectional Ending -ing and -ed Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 189</p> <p>Inflectional Endings (-s, -ed, -ing) Student Edition & Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 375 Word Study/Morphology: Inflectional Endings (-s, -ed, -ing) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 375</p> <hr/> <p>Sound-Spelling/Blending</p> <p>Word Study/Morphology: Inflectional Ending s Teacher’s Edition, Unit 1, Lesson 2, TE p. 32</p> <p>Word Study/Morphology: Inflectional Ending -ed Teacher’s Edition, Unit 2, Lesson 9, TE p. 132</p> <p>Word Study/Morphology: Inflectional Ending -ing and -ed Teacher’s Edition, Unit 3, Lesson 13, TE p. 190</p> <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing) Teacher’s Edition, Unit 5, Lesson 26, TE p. 376</p> <hr/> <p>Teacher Table Intervention</p> <p>Word Study/Morphology: Inflectional Ending s Teacher’s Edition, Unit 1, Lesson 2, TE p. 32</p> <p>Word Study/Morphology: Inflectional Ending -ed Teacher’s Edition, Unit 2, Lesson 9, TE p. 132</p> <p>Word Study/Morphology: Inflectional Ending -ing and -ed Teacher’s Edition, Unit 3, Lesson 13, TE p. 190</p> <p>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing) Teacher’s Edition, Unit 5, Lesson 26, TE p. 376</p> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text</p> <p>“Tim” (likes, plays, puts) Fluency Booster Practice Book, Lesson 2, pp. 7-8</p> <p>“Tim” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 1-5, Lesson 2: Short i, Decodable Text Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)</p>	<p style="text-align: center;"><i>continued</i></p> <p>Decodable Text (<i>cont.</i>)</p> <p>“Beth’s Wish” (dashed, picking, helped) Fluency Booster Practice Book, Lesson 9, pp. 35–36 “Beth’s Wish” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 12-13, Lesson 9: Digraphs sh, th), Decodable Text Lesson Plan</p> <p>“Pete’s Note” (fishing, asked, sketched, jotted) Fluency Booster Practice Book, Lesson 13, pp. 51-52 “Pete’s Note” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 12-13, Lesson 13: Final e (o_e, u_e, e_e), Decodable Text Lesson Plan</p> <p>“Claws” (dives, nipped, falling) Fluency Booster Practice Book, Lesson 26, pp. 103-104 “Claws” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 20-27, Lesson 26: Complex Vowel /ô/ [au, aw, a(lk), a(lt), a(lI)], Decodable Text Lesson Plan</p> <p style="text-align: center;">INTERACTIVE PRACTICE BUNDLE</p> <p>Decodable Library</p> <p>Interact with the Text: “A Wild Ride” (getting, begging, permitted, dropped, hurried)</p> <p>Decodable Passage: “Game Day” (strapped, stepped, nodded, grinned, clapped, cheered) SadlierConnect.com, Level A, Decodable Library, Word Study Skills, Inflectional Endings, Level C</p> <p>Lesson Plan: “A Wild Ride”/“Game Day” SadlierConnect.com, Level A, Decodable Library, Word Study Skills, Inflectional Endings, Level C</p>
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3g: Read most common high-frequency words by sight</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p>High-Frequency Words</p> <p>Read-Spell-Write (give, come, for, some) Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE/TE p. 66 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 66</p> <p style="text-align: center;"><i>continued</i></p>

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PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3g: Read most common high-frequency words by sight</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>High-Frequency Words (<i>cont.</i>)</p> <p>Read-Spell-Write (said, where, when, there) Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 110 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 110</p> <p>Read-Spell-Write (could, together) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 268 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 268</p> <p>Read Connected Text</p> <p>“Get Well, Ted!” (come, some) Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE/TE p. 67 Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 67</p> <p>“What Is It?” (where, when, there) Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE p. 111 Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 111</p> <p>“Where Could I Find?” (could, together) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE p. 269 Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 269</p> <p>Read Connected Text: Take-Home Book</p> <p>“Birds and Their Nests” (gives, comes, for, some) Student Edition & Teacher’s Edition, Unit 1, Lesson 5, SE/TE pp. 71–72</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 1, Lesson 5, TE p. 72</p> <p>“Brad and Trent” (said, when) Student Edition & Teacher’s Edition, Unit 2, Lesson 8, SE/TE pp. 115–116</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 2, Lesson 8, TE p. 116</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3g: Read most common high-frequency words by sight</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: Take-Home Book (<i>cont.</i>)</p> <p>“Let’s Make Music!” (could, together) Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274</p> <p>Read Connected Text: Take-Home Book Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 274</p> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text</p> <p>“What Are We?” Fluency Booster Practice Book, Lesson 5, pp. 19–20 “What Are We?” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 1-5, Lesson 5: Short e, Decodable Text Lesson Plan</p> <p>“The Three Hens” Fluency Booster Practice Book, Lesson 8, pp. 31–32 “The Three Hens” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 6-11, Lesson 8: r-Blends, Decodable Text Lesson Plan</p> <p>“Just a Few” Fluency Booster Practice Book, Lesson 19, pp. 75–76 “Just a Few” Lesson Plan SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 14-19, Lesson 19: Long u (u, ew, ue)), Decodable Text Lesson Plan</p> <hr/> <p style="text-align: center;">DIGITAL RESOURCES</p> <p>High-Frequency Word List</p> <p>Level A SadlierConnect.com, Level B, Overview, High-Frequency Words</p> <hr/> <p>Decodable High-Frequency Words (listed by Phonics Skill, Simple Words, Complex Words, and Multisyllabic Words) SadlierConnect.com, Level A, Overview, High-Frequency Words</p> <hr/> <p>Irregular High-Frequency Words (grouped alphabetically) SadlierConnect.com, Level A, Overview, High-Frequency Words</p> <p style="text-align: center;"><i>continued</i></p>

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Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<i>continued</i>	<i>continued</i>
<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3g: Read most common high-frequency words by sight</p>	<p>High-Impact Routine: High-Frequency Words (video) SadlierConnect.com, Level A, Professional Development, High-Impact Routines by Wiley Blevins</p>

Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;">STUDENT EDITION/TEACHER'S EDITION</p> <p>Read Connected Text</p> <p>“Fun in the Sun” Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 53</p> <p>Connected Text (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 53</p> <p>“The Plane Ride” Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169</p> <p>Connected Text (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 169</p> <p>“How to Make a Sandcastle” Student Edition & Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299</p> <p>Connected Text (children chorally read text aloud) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <p>Independent/Partner Work</p> <p>Reread Connected Text Teacher’s Edition, Unit 1, Lesson 4, TE p. 53 Teacher’s Edition, Unit 3, Lesson 12, TE p. 169 Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <p>Read Connected Text: Take-Home Book</p> <p>“Little Bugs, Big Bugs” Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE pp. 57–58</p>
<i>continued</i>	<i>continued</i>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: Take-Home Book (cont.) Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 58</p> <p>“The Big Race” Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE pp. 173–174</p> <p>Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 174</p> <p>Take-Home Book: “Pam Gets Hurt” Student Edition & Teacher’s Edition, Unit 5, Lesson 21, SE/TE pp. 303–304</p> <p>Take-Home Book: First Read (Read Together) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 304</p> <hr/> <p>Home-School Connection Build Fluency (children read Take-Home Book with their families) Teacher’s Edition, Unit 1, Lesson 4, TE p. 57 Teacher’s Edition, Unit 3, Lesson 12, TE p. 173 Teacher’s Edition, Unit 5, Lesson 21, TE p. 303</p> <hr/> <p style="text-align: center;">FLUENCY BOOSTER PRACTICE BOOK</p> <p>Decodable Text</p> <p>“Little Bug” Fluency Booster Practice Book, Lesson 4, pp. 15–16 “Little Bug” Lesson Plan (whisper-read/do a choral read/partners reread the text) SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 1-5, Lesson 4: Short u, Decodable Text Lesson Plan</p> <p>“Ice Is Nice!” Fluency Booster Practice Book, Lesson 12, pp. 47–48 “Ice Is Nice!” Lesson Plan (whisper-read/do a choral read/partners reread the text) SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 12-13, Lesson 12: Final e (a_e, i_e), Decodable Text Lesson Plan</p> <p>“The Birds” Fluency Booster Practice Book, Lesson 21, pp. 83–84 “The Birds” Lesson Plan (whisper-read/do a choral read/partners reread the text) SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Lessons 20-27, Lesson 21: r-Controlled er, ir, ur), Decodable Text Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Fluency Practice (includes Progress Check/record up to five readings)</p> <p>Fluency Practice 1 Fluency Practice 2 Fluency Practice 3 Fluency Practice 4 Fluency Booster Practice Book, pp. 123–128 SadlierConnect.com, Level A, Fluency Booster Teacher’s Component, Fluency Practice</p> <p style="text-align: center;">DIGITAL RESOURCES</p> <p>Student Fluency Sentences (build fluency through frequent, repeated readings of sentences containing words with lesson target skills) SadlierConnect.com, Level A, Unit 1 SadlierConnect.com, Level A, Unit 4 SadlierConnect.com, Level A, Unit 6</p> <p>Teacher’s Guide to Fluency Supporting Fluency Development Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level A, Differentiation Supports, Additional Routines</p>
<p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction</p> <p>Short u Blend It (context sentences) Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 51 Introduce Sound-Spelling: Blend It Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 51</p> <p>Long i (y, igh) Blend It (context sentences) Student Edition & Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 253 Introduce Sound-Spelling: Blend It Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 253</p> <p>Diphthong /ou/ (ou, ow) Blend It (context sentences) Student Edition & Teacher’s Edition, Unit 5, Lesson 24, SE/TE p. 339 Introduce Sound-Spelling: Blend It Lesson Plan: Teacher’s Edition, Unit 5, Lesson 24, TE p. 339</p> <p style="text-align: center;"><i>continued</i></p>

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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>High-Frequency Words</p> <p>Read (present each study word in a context sentence/underline the word/have children chorally read it) Teacher’s Edition, Unit 1, Lesson 4, TE p. 52 Teacher’s Edition, Unit 4, Lesson 18, TE p. 254 Teacher’s Edition, Unit 5, Lesson 24, TE p. 340</p> <hr/> <p>Read Connected Text</p> <p>“Fun in the Sun” Student Edition & Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 53 Read Connected Text: Connected Text (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 53</p> <p>“The Plane Ride” Read Connected Text: Connected Text Student Edition & Teacher’s Edition, Unit 3, Lesson 12, SE/TE p. 169 Read Connected Text: Connected Text (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 169</p> <p>“How to Make a Sandcastle” Student Edition & Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299 Read Connected Text: Connected Text (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <hr/> <p>Read Connected Text: Take-Home Books</p> <p>“What Are These Things?” Student Edition & Teacher’s Edition, Unit 2, Lesson 6, SE/TE pp. 87–88 Take-Home Book: First Read (Read Together) (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 88</p> <p>“Let’s Make Music!” Student Edition & Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274 Take-Home Book: First Read (Read Together) (use context to confirm or self-correct word recognition) 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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Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> <p>1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text: Take-Home Books (cont.)</p> <p>“The Three Bears: A Retelling” Student Edition & Teacher’s Edition, Unit 5, Lesson 27, SE/TE p. 387</p> <p>Take-Home Book: First Read (Read Together) (use context to confirm or self-correct word recognition) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 27, TE p. 388</p>