

**Foundational Skills Alignment: McGraw-Hill Wonders to Sadlier
Grade 1**

Unit	Week #	MGH Wonders Core Program Phonics and Word Analysis	Sadlier, From Phonics to Reading Supplemental Program for Small Group Instruction
Unit 1	Week 1	ELA.1.F.1.3: Phonics/Spelling: Short <i>a</i> Structural Analysis: Inflectional Ending with <i>-s</i>	Target Skill: Short <i>a</i> Lesson 1- Pages 9-22 Word Study: Plurals
	Week 2	ELA.1.F.1.3: Phonics/Spelling: Short <i>i</i> Structural Analysis: Double Final Consonants	Target Skill: Short <i>i</i> Lesson 2- Pages 23-36 Word Study: Inflectional Ending <i>-s</i>
	Week 3	ELA.1.F.1.3: Phonics/Spelling: Beginning Consonant Blends: <i>l</i> -blends Structural Analysis: <i>-s</i> (plural nouns)	Target Skill: <i>l</i>-Blends Lesson 6- Pages 81-94 Word Study: Possessives (Pre-teach)
	Week 4	ELA.1.F.1.3: Phonics/Spelling: Short <i>o</i> Structural Analysis: Alphabetical Order (one letter)	Target Skill: Short <i>o</i> Lesson 3- Pages 37-50 Word Study: Double Final Consonants (Review)
	Week 5	ELA.1.F.1.3: Phonics/Spelling: Beginning Consonant Blends: <i>r</i> -blends and <i>s</i> -blends Structural Analysis: Possessives	Target Skill: <i>r</i>-Blends Lesson 8- Pages 109-122 Word Study: Contractions (Pre-teach)
Unit 2	Week 1	ELA.1.F.1.3: Phonics/Spelling: Short <i>e</i> spelled <i>e</i> and <i>ea</i> Structural Analysis: Inflectional Ending <i>-ed</i> (no spelling change)	Target Skill: Short <i>e</i> Lesson 5- Pages 65-78 Word Study: Plurals (Review) (Review)
	Week 2	ELA.1.F.1.3: Phonics/Spelling: Short <i>u</i> Structural Analysis: Contractions with <i>'s</i>	Target Skill: Short <i>u</i> Lesson 4- Pages 51-64 Word Study: Double Final Consonants (Review)
	Week 3	ELA.1.F.1.3: Phonics/Spelling: Ending Consonant Blends Structural Analysis: Inflectional Ending <i>-ing</i> (no spelling change)	Target Skill: <i>s</i>-Blends Lesson 7- Pages 95-108 Word Study: Final Blends
	Week 4	ELA.1.F.1.3: Phonics/Spelling: Consonant Digraphs <i>sh, th, -ng</i> Structural Analysis: Closed Syllables	Target Skill: Digraphs <i>sh, th</i> Lesson 9- Pages 123-136 Word Study: Inflectional Ending <i>-ed</i> (Review)
	Week 5	ELA.1.F.1.3: Phonics/Spelling: Consonant Digraphs <i>ch, -tch, wh, ph</i> Structural Analysis: <i>-es</i> (plural nouns)	Target Skill: Digraphs <i>ch, tch, wh</i> Lesson 10- Pages 137-150 Word Study: Inflectional Ending <i>-ing</i> (Review)
Unit 3	Week 1	ELA.1.F.1.3: Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i> Structural Analysis: Contractions with <i>not</i>	Target Skill: Final <i>e</i> (<i>a_e, i_e</i>) Lesson 12- Pages 167-180 Word Study: Soft <i>c</i> and Soft <i>g</i> (Pre-teach)
	Week 2	ELA.1.F.1.3: Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i> Structural Analysis: Plurals (with <i>CVCe</i> words)	
	Week 3	ELA.1.F.1.3: Phonics/Spelling: Soft <i>c, g/dge</i> Structural Analysis: Inflectional Endings: <i>-ed</i> and <i>-ing</i> (drop final <i>e</i>)	Target Skill: Final <i>e</i> (<i>o_e, u_e, e_e</i>) Lesson 13- Pages 181-194 Word Study: Inflectional Endings <i>-ing</i> and <i>-ed</i> (Review)
	Week 4	ELA.1.F.1.3: Phonics/Spelling: Long <i>o</i> spelled <i>o_e</i> ; Long <i>u</i> spelled <i>u_e</i> ; Long <i>e</i> spelled <i>e_e</i> Structural Analysis: <i>CVCe</i> Syllables	
	Week 5	ELA.1.F.1.3: Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>oo, u</i> Structural Analysis: Inflectional Endings: <i>-ed</i> and <i>-ing</i> (double final consonant)	Target Skill: Long <i>u</i> (<i>u, ew, ue</i>) (Review) Lesson 19- Pages 267-280 Word Study: Compound Words (Pre-teach)

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Unit 4	Week 1	ELA.1.F.1.3: Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i> Structural Analysis: Alphabetical Order (two letters)	Target Skill: Long a (ai, ay) Lesson 15- Pages 211-224 Word Study: Compound Words (Pre-teach)
	Week 2	ELA.1.F.1.3: Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i> Structural Analysis: Prefixes <i>re-, un-, pre</i>	Target Skill: Long e (ee, ea) Lesson 16- Pages 225-238 Word Study: Short <i>e</i> spelled <i>ea</i> (Review)
	Week 3	ELA.1.F.1.3: Phonics/Spelling: Long <i>o</i> spelled <i>o, oa, ow, oe</i> Structural Analysis: Open Syllables	Target Skill: Long o (oa, ow) Lesson 17- Pages 239-252 Word Study: Suffixes (<i>-ful, -less</i>)
	Week 4	ELA.1.F.1.3: Phonics/Spelling: Long <i>i</i> spelled <i>i, igh, y, ie</i> Structural Analysis: Inflectional Endings (change <i>y</i> to <i>i</i>)	Target Skill: Long i (y, igh) Lesson 18- Pages 253-266 Word Study: Comparatives and Superlatives (<i>-er, -est</i>) (Pre-teach)
	Week 5	ELA.1.F.1.3: Phonics/Spelling: Long <i>e</i> spelled <i>y, ey</i> Structural Analysis: Compound Words	Target Skill: Long e (y, ey, ie) Lesson 30- Pages 425-438 Word Study: Transition to Longer Words
Unit 5	Week 1	ELA.1.F.1.3: Phonics/Spelling: <i>r</i> -Controlled Vowel <i>ar</i> Structural Analysis: Plurals: Change <i>-y</i> to <i>-ies</i>	Target Skill: r-Controlled ar Lesson 20- Pages 283-296 Word Study: Transition to Longer Words
	Week 2	ELA.1.F.1.3: Phonics/Spelling: <i>r</i> -Controlled Vowels <i>or, ir, ur, er</i> Structural Analysis: Suffix <i>-er</i>	Target Skill: r-Controlled er, ir, ur Lesson 21- Pages 297-310 Word Study: Transition to Longer Words
	Week 3	ELA.1.F.1.3: Phonics/Spelling: <i>r</i> -Controlled Vowels <i>or, ore, oar</i> Structural Analysis: Abbreviations	Target Skill: r-Controlled or, ore, oar Lesson 22- Pages 311-324 Word Study: Prefixes (<i>dis-, pre-</i>) (Review)
	Week 4	ELA.1.F.1.3: Phonics/Spelling: Diphthongs <i>ou, ow</i> Structural Analysis: Comparative Inflectional Endings <i>-er, -est</i>	Target Skill: Diphthongs /ou/ (ou, ow) Lesson 24- Pages 339-352 Word Study: Compound Words (Review)
	Week 5	ELA.1.F.1.3: Phonics/Spelling: Diphthongs <i>oi, oy</i> Structural Analysis: Final Stable Syllables	Target Skill: Diphthongs /oi/ (oi, oy) Lesson 25- Pages 353-366 Word Study: Transition to Longer words
Unit 6	Week 1	ELA.1.F.1.3: Phonics/Spelling: Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i> Structural Analysis: Suffixes <i>-full</i> and <i>-less</i>	Target Skill: Short oo, Long oo (oo, ou, ew, ue, u_e) Lesson 23- Pages 325-338 Word Study: Suffixes (<i>-ly, -y</i>)
	Week 2	ELA.1.F.1.3: Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>au, aw, a, augh, al</i> Structural Analysis: Vowel-Team Syllables	Target Skill: Complex Vowel /ô/ [au, aw, a(lk), a(lt), a(l!)] Lesson 26- Pages 367-380 Word Study: Inflectional Endings (Review) (Review)
	Week 3	ELA.1.F.1.3: Phonics/Spelling: Silent Letter Consonant Digraphs: <i>wr, kn, gn</i> Structural Analysis: Compound Words	Target Skill: Single Letter Long Vowels e, i, o (Review) Lesson 14- Pages 197-210 Word Study: Prefixes (<i>re-, un-</i>) (Review)
	Week 4	ELA.1.F.1.3: Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i> Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i>	Target Skill: Digraphs ng, nk (Review) Lesson 11- Pages 151-164 Word Study: 3-Letter Blends
	Week 5	ELA.1.F.1.3: Phonics/Spelling: <i>r</i> -Controlled Vowels <i>air, are, ear</i> Structural Analysis: <i>r</i> -Controlled Vowel Syllables	Target Skill: r-Controlled are, air, ear Lesson 27- Pages 381-394 Word Study: Transition to Longer Words