

From Phonics to Reading

Correlation to the North Carolina Standard Course of Study for English Language Arts (2017)

Grade 1



Contents

Reading Standards for Foundational Skills

Print Concepts.....	2
Handwriting.....	3
Phonological Awareness.....	3
Phonics and Word Recognition.....	7
Fluency.....	21



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READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize and use capitalization and ending punctuation.</p>	<p>TEACHER'S EDITION</p> <p>Print Concepts</p> <p>Understanding How Sentences Work</p> <p>Use sentences from the lesson Take-Home Book to review proper sentence construction.</p> <p><i>For example:</i></p> <p><i>Point out that every sentence must begin with a capital letter and end with an end mark. Ask: What word should we capitalize in this sentence? (TE p. 17)</i></p> <ul style="list-style-type: none"> • Unit 1, Lesson 1, TE p. 17 <p><i>For example:</i></p> <p><i>Point out that a sentence must end with a punctuation mark. Ask: What end mark do we use for this sentence? Is the sentence telling us something? Or, is it asking a question? Review the names and use of periods and question marks. (TE p. 219)</i></p> <ul style="list-style-type: none"> • Unit 4, Lesson 15, TE p. 219 <p><i>For example:</i></p> <p><i>Point out the last sentence on page 4. Ask: What end mark is used in this sentence? Yes, an exclamation point. How does it help us read this sentence? Guide children to understand that an exclamation point helps to show strong feeling. (TE p. 333)</i></p> <ul style="list-style-type: none"> • Unit 5, Lesson 23, TE p. 333 <p>TE DIGITAL RESOURCES*</p> <p>Assessment</p> <p>Formative Assessments</p> <p>Print Concepts Assessment</p> <p>Use the Observation Checklist and Prompts to formally assess each child's mastery of the basic features of print.</p> <p>What Can You Do with the Assessment Results?</p> <p>Find modeling procedures and other instructional strategies that help children learn each skill under Next Steps.</p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Teacher's Guide to Print Concepts</p> <p>What Are Print Concepts?</p> <p>Supporting Instruction of Print Concepts</p> <p>Sentences</p> <p>Tell students that sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks.</p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p>RF.1.2 Print all upper- and lowercase letters legibly.</p>	<p>TE DIGITAL RESOURCES* Assessment Assessment Overview Formative Assessments • Letter Formation Assessment, p. 2 Formative Assessments Letter Formation Assessment Differentiation Supports Additional Routines Letter Formation Cards Letter Formation Chart Letter Formation Instruction • Pencil Grip, p. 1 • Posture, p. 2 • Spacing, p. 3 • Strokes, p. 3 • General Tips, p. 4 • Letter Formation Guide, pp. 5–8</p>

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p>RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>TEACHER'S EDITION Phonemic Awareness Distinguish Long and Short Vowel Sounds <i>For example:</i> <i>Tell children you will say a word. If the word has the long a sound /ā/, they should stand up tall; if the word has the short a sound /a/, they should remain sitting. Use these words: say, rain, man, chain, sad, tap, play, brain, paid, stay, wait, bag, tail, pail, fan, ran.(TE p. 217)</i> • Unit 3, Lesson 12, TE p. 173 • Unit 3, Lesson 13, TE p. 187 • Unit 4, Lesson 15, TE p. 2171 TE DIGITAL RESOURCES* Overview Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities Activity Type 2: Oddity Tasks (phoneme categorization) • Medial sounds (long vowels), p. 3 • Medial sounds (short vowels), p. 3 Professional Development Instructional Support by Wiley Blevins Phonological Awareness (video) Task Type 2: Oddity Tasks (categorization) Medial sounds (long vowels) Medial sounds (short vowels)</p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Children orally produce single-syllable words by blending sounds, including consonant blends.

For example:

I-Blends Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:

/b/ /l/ /o/ /k/ /k/ /l/ /o/ /k/ /k/ /l/ /u/ /b/ /g/ /l/ /a/ /d/
/s/ /l/ /e/ /d/ /s/ /l/ /i/ /p/ /f/ /l/ /o/ /p/ /p/ /l/ /a/ /n/

Ask children to blend the sounds together to make a word. Provide corrective feedback by modeling how to stretch together (or sing) the sounds. Introduce the sound-spelling for **I-blends** in *Learn and Blend*. (TE p. 81)

Short a

- Unit 1, Lesson 1, TE p. 9

I-Blends

- Unit 2, Lesson 6, SE/TE p. 81

r-Blends

- Unit 2, Lesson 8, SE/TE p. 109

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Modeling the Tasks

Oral Blending Routine (Sound by Sound)

Lesson include Step 1: Introduce; Step 2: (I Do); Step 3: Guided Practice/Practice (We Do/You Do); and Corrective Feedback and Multimodal and Multisensory Supports.

- Page 5

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 8: Phonemic Awareness: Oral Blending

Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback and Multimodal and Multisensory Supports.

- Page 18

Assessment

Benchmark (PDF)

Phonemic Awareness Assessment

Part 7: Blending

Phonemic Awareness Assessment: Individual Scoring Sheet

Phonemic Awareness Assessment: Class Record Sheet

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

TEACHER'S EDITION

Phonemic Awareness

Oral Segmentation

Children isolate and pronounce initial, medial vowel, and final sounds as they segment spoken one-syllable words sound by sound.

For example:

Say the following words, one at a time: see; each; keep; team; beach; east; keeps; clear; dreams. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 229)

Digraphs sh, th

- Unit 2, Lesson 9, TE p. 127

Long e (ee, ea)

- Unit 4, Lesson 16, TE p. 229

Long e (y, ey, ie)

- Unit 6, Lesson 30, TE p. 429

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Five Basic Types of Activities

Activity Type 2: Oddity Tasks (phoneme categorization)

- Beginning consonants
- Ending consonants
- Medial sounds (long vowels)
- Medial sounds (short vowels)

Modeling the Tasks

Oral Segmentation Routine (Sound by Sound)

Lesson includes Step 1: Introduce; Step 2 (I Do); Step 3 Guided Practice/Practice (We Do/You Do); Corrective Feedback; Connect to Spelling; and Multimodal and Multisensory Supports.

- Pages 6–7

Professional Development

High-Impact Routines by Wiley Blevins

Phonological Awareness (video)

Task Types

Oddity Tasks (categorization)

- Beginning consonants
- Ending consonants
- Medial sounds (long vowels)
- Medial sounds (short vowels)
- Media sounds (consonants)

Assessment

Benchmark (PDF)

Phonemic Awareness Assessment

- Part 3: Initial Sounds
- Part 4: Final Sounds
- Part 5: Medial Sounds

Phonemic Awareness Assessment: Individual Scoring Sheet

Phonemic Awareness Assessment: Class Record Sheet

SE = Student Edition / TE = Teacher's Edition

* SadlierConnect.com, *From Phonics to Reading*

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonological Awareness

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

TEACHER'S EDITION

Phonemic Awareness

Oral Segmentation

Children segment spoken single-syllable words.

For example:

Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: on; got; pop; job; pots; logs. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound. (TE p. 41)

- Unit 1, Lesson 3, TE pp. 41, 48
- Unit 2, Lesson 6, TE pp. 85, 92
- Unit 2, Lesson 9, TE pp. 127, 134

TE DIGITAL RESOURCES*

Overview

Phonological Awareness Scope and Sequence Rationale

Modeling the Tasks

Oral Segmentation Routine (Sound by Sound)

Lessons include Step 1: Introduce, Step 2 (I Do), Step 3 Guided Practice/Practice (We Do/You Do), Corrective Feedback, Connect to Spelling, and Multimodal and Multisensory Supports.

- Pages 6–7

Professional Development

Instructional Guides

Instructional Routines Booklet

Routine 9: Phonemic Awareness: Oral Segmentation

Routine Steps include Step 1: Introduce; Step 2: Model (I Do); Step 3: Guided Practice/Practice (We Do/You Do); with Corrective Feedback, Connect to Spelling, and Multimodal and Multisensory Supports; also Sample Teacher Talk for each step.

- Pages 19–20

Assessment

Benchmark (PDF)

Phonemic Awareness Assessment

Part 6: Segmentation

Phonemic Awareness Assessment: Individual Scoring Sheet

Phonemic Awareness Assessment: Class Record Sheet

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Know the spelling-sound correspondences for common consonant digraphs.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Digraphs sh, th

- Unit 2, Lesson 9, SE/TE p. 123

Digraphs ch, tch, wh

- Unit 2, Lesson 10, SE/TE p. 137

Digraphs ng, nk

- Unit 2, Lesson 11, SE/TE p. 151

Read Connected Text

Connected Text/Interact with the Text

For example:

Directions: Mark the text.

1. Circle all the words with ch.

2. Draw a box around the word with wh.

(SE/TE p. 139)

Lesson 9: Digraphs sh, th

“This and That”

- Unit 2, Lesson 9, SE/TE p. 125

Lesson 10: Digraphs ch, tch, wh

“Our Dog Butch”

- Unit 2, Lesson 10, SE/TE p. 139

Lesson 11: Digraphs ng, nk

“The Rink”

- Unit 2, Lesson 11, SE/TE p. 153

Word Sort

Sort It Out

- Unit 2, Lesson 9, SE/TE p. 126
- Unit 2, Lesson 10, SE/TE p. 140
- Unit 2, Lesson 11, SE/TE p. 154

Dictation

Think and Write/Listen and Spell

Children connect each sound to a spelling.

- Unit 2, Lesson 9, SE p. 127/TE pp. 127-128
- Unit 2, Lesson 10, SE p. 141/TE pp. 141-142
- Unit 2, Lesson 11, SE p. 155/TE pp. 155-156

Word Building

Make New Words

Children demonstrate their understanding of sound-spelling correspondences by using letter cards to build words with digraphs.

- Unit 2, Lesson 9, SE/TE p. 128
- Unit 2, Lesson 10, SE/TE p. 142
- Unit 2, Lesson 11, SE/TE p. 156

Read Connected Text

Take-Home Book

Lesson 9: Digraphs sh, th

“The Big Wish”

- Unit 2, Lesson 9, SE/TE pp. 129-130

continued

continued

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Lesson 10: Digraphs ch, tch, wh “Will We Win?” <ul style="list-style-type: none"> Unit 2, Lesson 10, SE/TE pp. 143–144 Lesson 11: Digraphs ng, nk “The King’s Song” <ul style="list-style-type: none"> Unit 2, Lesson 11, SE/TE pp. 157–158 <p>Independent Practice Read and Write <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 134 Unit 2, Lesson 10, SE/TE p. 148 Unit 2, Lesson 11, SE/TE p. 162 <p>Cumulative Review Build Fluency <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 133 Unit 2, Lesson 10, SE/TE p. 147 Unit 2, Lesson 11, SE/TE p. 161 <p>Word Building Word Ladder <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 134 Unit 2, Lesson 10, SE/TE p. 148 Unit 2, Lesson 11, SE/TE p. 162 <p>TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It Digraphs sh, th <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 123 Digraphs ch, tch, wh <ul style="list-style-type: none"> Unit 2, Lesson 10, TE p. 137 Digraphs ng, nk <ul style="list-style-type: none"> Unit 2, Lesson 11, TE p. 151 <p>Word Sort Open Sort/Closed Sort/Check and Discuss <i>For example:</i> Closed Sort <i>Tell children that they will now sort the words according to digraphs sh and th. Use Student Book, page 126. Model sorting the first word. Have children write the words in the correct column. Circulate and ask children why they are putting specific words into each column. When completed, have children read the completed word lists in each box. (TE p. 126)</i> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 126 Unit 2, Lesson 10, TE p. 140 Unit 2, Lesson 11, TE p. 154 <p>Sound-Spelling/Blending Cumulative Quick Check <ul style="list-style-type: none"> Unit 2, Lesson 9, TE pp. 127, 129, 132, 134 Unit 2, Lesson 10, TE pp. 141, 143, 146, 148 Unit 2, Lesson 11, TE pp. 155, 157, 160, 162 <p style="text-align: center;"><i>continued</i></p> </p></p></p></p></p></p></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher Table: Intervention</p> <p>Think and Write</p> <p><i>For example:</i> Repeat the Think and Write activity on Student Book, page 155 with children who struggle. • Use sound boxes and counters. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound. Have children repeat. Then write the words in their journals. • Then model how to connect each sound with a spelling. For example, ask: What is the first sound in ring? What spelling do we write for the /r/ sound? Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letter r. • Guide children to orally segment each remaining word, then replace each counter with a spelling. Continue with words such as: hung, long, junk, thank, skunk, stung. (TE p. 156)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 128 • Unit 2, Lesson 10, TE p. 142 • Unit 2, Lesson 11, TE p. 156 <p>Word Building</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 131 • Unit 2, Lesson 10, TE p. 145 • Unit 2, Lesson 11, TE p. 159 <p>Independent/Partner Work</p> <p>Spell Words</p> <p>Have children complete the Spell It activity for the lesson. Prompt each child to select five words for their partner to write. Have them use the words on the Student Book page to self-correct their work.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 130 • Unit 2, Lesson 10, TE p. 144 • Unit 2, Lesson 11, TE p. 158 <p>Dictation</p> <p>Listen and Spell</p> <p><i>For example:</i> Some children might have difficulty distinguishing between /sh/ and /ch/ and misspell words with digraph sh. Give them additional practice sorting, reading, and building words with sh. Teach children a small set of high-utility words (e.g., ship, cash, dish). Have them write the words in their journals. (TE p. 133)</p> <ul style="list-style-type: none"> • Unit 2, Lesson 9, TE p. 133 • Unit 2, Lesson 10, TE p. 147 • Unit 2, Lesson 11, TE p. 161 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p style="text-align: center;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

continued

RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Know the spelling-sound correspondences for common consonant digraphs.

continued

Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.

Lesson 9: Digraphs sh, th

“Beth’s Wish”

- Lesson 9, pp. 35–36

Lesson 10: Digraphs ch, tch, wh

“What Is for Lunch?”

- Lesson 10, pp. 39–40

Lesson 11: Digraphs ng, nk

“Things with Wings”

- Lesson 11, pp. 43–44

INTERACTIVE PRACTICE BUNDLE*

Decodable Library

Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.

CONSONANT DIGRAPHS

- Level A (ng, nk)

“The King’s Song”

Take-Home Book and Lesson Plan

CONSONANT DIGRAPHS

- Level A (sh, th)

“Beth’s Wish”

Take-Home Book and Lesson Plan

CONSONANT DIGRAPHS

- Level A (sh, th)

“The Big Wish”

Take-Home Book and Lesson Plan

Sound Wall

Consonant Wall

Articulation Videos & Consonant Sound Cards

Consonant Wall

- Nasals (/ng)
- Fricatives (/th/, sh/)
- Affricatives (/ch/)

Phoneme/Grapheme Cards

Grapheme Wall

Grapheme Wall

- Digraphs

Phoneme/Grapheme Cards

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
b. Decode regularly spelled one-syllable words.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

In each lesson, children learn and apply a phonics skill to decode several regularly spelled one-syllable words.

I-Blends

- Unit 2, Lesson 6, SE/TE p. 81

r-Controlled er, ir, ur

- Unit 5, Lesson 21, SE/TE p. 297

Long e (y, ey, ie)

- Unit 6, Lesson 30, SE/TE p. 425

Read Connected Text

Connected Text/Interact with the Text

Children decode regularly spelled one-syllable words.

Lesson 6: I-Blends

“The Plan for the Play”

- Unit 2, Lesson 6, SE/TE p. 83

Lesson 21: r-Controlled er, ir, ur

“How to Make a Sandcastle”

- Unit 5, Lesson 21, SE/TE p. 299

Lesson 30: Long e (y, ey, ie)

“How to Have Fun at the Zoo”

- Unit 6, Lesson 30, SE/TE p. 427

Read Connected Text

Take-Home Book

Children decode regularly spelled one-syllable words.

Lesson 6: I-Blends

“What Are These Things?”

- Unit 2, Lesson 6, SE/TE pp. 87-88

Lesson 21: r-Controlled er, ir, ur

“Pam Gets Hurt”

- Unit 5, Lesson 21, SE/TE p. 299

Lesson 30: Long e (y, ey, ie)

“My Super Silly Story”

- Unit 6, Lesson 30, SE/TE pp. 431-432

Independent Practice

Read and Write

- Unit 2, Lesson 6, SE/TE p. 90
- Unit 5, Lesson 21, SE/TE p. 306
- Unit 6, Lesson 30, SE/TE p. 434

Cumulative Review

Build Fluency

- Unit 2, Lesson 6, SE/TE p. 91
- Unit 5, Lesson 21, SE/TE p. 307
- Unit 6, Lesson 30, SE/TE p. 435

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. 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><u>TEACHER'S EDITION</u> <i>Introduce Sound-Spelling</i> Learn and Blend/Blend It</p> <p>I-Blends</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 81 <p>r-Controlled er, ir, ur</p> <ul style="list-style-type: none"> Unit 5, Lesson 21, TE p. 297 <p>Long e (y, ey, ie)</p> <ul style="list-style-type: none"> Unit 6, Lesson 30, TE p. 425 <p><u>TE DIGITAL RESOURCES*</u> <i>Overview</i> Decodable Text Word Analysis Level A Decodable Text Word Analysis <i>Professional Development</i> High-Impact Routines by Wiley Blevins High-Impact Routine: Decodable Texts (video)</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u> <i>Lessons 1–30</i> Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins's <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 6: I-Blends “Things on My Block”</p> <ul style="list-style-type: none"> Lesson 6, pp. 23–24 <p>Lesson 21: r-Controlled er, ir, ur “The Birds”</p> <ul style="list-style-type: none"> Lesson 21, pp. 83–84 <p>Lesson 30: Long e (y, ey, ie) “The Little Red Hen”</p> <ul style="list-style-type: none"> Lesson 30, pp. 119–120 <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <i>Decodable Library</i> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p style="text-align: center;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>BLENDS/L-BLENDS</p> <ul style="list-style-type: none"> Level A <p>“What Are These Things?” Take-Home Book and Lesson Plan</p> <p>R-CONTROLLED VOWELS/R-CONTROLLED Ū</p> <ul style="list-style-type: none"> Level A <p>“Pam Gets Hurt” Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level A (y, ey, ie) <p>“The Little Red Hen” Take-Home Book and Lesson Plan</p>
<p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p><i>Introduction</i></p> <p>Learn and Blend/Blend It</p> <p>Final e (a_e, i_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 167 <p>Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 181 <p>Long a (ai, ay)</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 211 <p><i>Read Connected Text</i></p> <p>Connected Text/Interact with the Text</p> <p>Lesson 12: Final e (a_e, i_e)</p> <p>“The Plane Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 169 <p>Lesson 13: Final e (o_e, u_e, e_e)</p> <p>“My Garden”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 183 <p>Lesson 15: Long a (ai, ay)</p> <p>“What Will I Paint?”</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, SE/TE p. 213 <p><i>Word Sort</i></p> <p>Sort It Out</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE/TE p. 170 Unit 3, Lesson 13, SE/TE p. 184 Unit 4, Lesson 15, SE/TE p. 214 <p><i>Dictation</i></p> <p>Think and Write/Listen and Spell</p> <ul style="list-style-type: none"> Unit 3, Lesson 12, SE p. 171/TE pp. 171–172 Unit 3, Lesson 13, SE p. 185/TE pp. 185–186 Unit 4, Lesson 15, SE p. 215/TE pp. 215–216 <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Building Make New Words</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 172 • Unit 3, Lesson 13, SE/TE p. 186 • Unit 4, Lesson 15, SE/TE p. 216 <p>Read Connected Text Take-Home Book</p> <p>Lesson 12: Final e (a_e, i_e) “The Big Race”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE pp. 173-174 <p>Lesson 13: Final e (o_e, u_e, e_e) “Let’s Bake a Cake!”</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, SE/TE pp. 187-188 <p>Lesson 15: Long a (ai, ay) “My Big Trip”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 15, SE/TE pp. 217-218 <p>Independent Practice Read and Write</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 176 • Unit 3, Lesson 13, SE/TE p. 190 • Unit 4, Lesson 15, SE/TE p. 220 <p>Cumulative Review Build Fluency</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 177 • Unit 3, Lesson 13, SE/TE p. 191 • Unit 4, Lesson 15, SE/TE p. 221 <p>Word Building Word Ladder</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, SE/TE p. 178 • Unit 3, Lesson 13, SE/TE p. 192 • Unit 4, Lesson 15, SE/TE p. 222 <p>TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It</p> <p>Final e (a_e, i_e)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE p. 167 <p>Final e (o_e, u_e, e_e)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 13, TE p. 181 <p>Long a (ai, ay)</p> <ul style="list-style-type: none"> • Unit 4, Lesson 15, TE p. 211 <p style="text-align: center;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Sort Open Sort/Closed Sort/Check and Discuss <i>For example:</i> Check and Discuss Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that the vowel and final e work together to make a long vowel sound (the vowel says its name), and the final e is silent. This is a different kind of vowel team because the vowels are not side-by-side in the word. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading final e words. (TE p. 170)</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE p. 170 • Unit 3, Lesson 13, TE p. 184 • Unit 4, Lesson 15, SE/TE p. 214 <p>Sound-Spelling/Blending Cumulative Quick Check</p> <ul style="list-style-type: none"> • Unit 3, Lesson 12, TE pp. 171, 173, 176, 178 • Unit 3, Lesson 13, TE pp. 185, 187, 190, 192 • Unit 4, Lesson 15, TE pp. 215, 217, 220, 222 <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 12: Final e (a_e, i_e) “Ice Is Nice!” • Lesson 12, pp. 47–48</p> <p>Lesson 13: Final e (o_e, u_e, e_e) “Pete’s Note” • Lesson 13, pp. 51–52</p> <p>Lesson 15: Long a (ai, ay) “Snail Mail” • Lesson 15, pp. 59–60</p> <p>INTERACTIVE PRACTICE BUNDLE* Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p style="text-align: center;"><i>continued</i></p> <p>LONG VOWELS/FINAL E</p> <ul style="list-style-type: none"> Level A (a_e, i_e) <p>“Ice Is Nice” Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG E</p> <ul style="list-style-type: none"> Level A (ee, ea) <p>“The Seaside” Take-Home Book and Lesson Plan</p> <p>LONG VOWELS/LONG A</p> <ul style="list-style-type: none"> Level A (ai, ay) <p>“My Big Trip” 5bb Take-Home Book and Lesson Plan</p> <p>Sound Wall Beginning with the Sound Wall cards, teachers introduce the phoneme skill. The articulation videos reinforce the pronunciation of the sounds and formation of the mouth.</p> <p>Vowel Valley Grapheme Wall Long Vowels</p>
<p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER’S EDITION</p> <p>Phonemic Awareness Categorize Sounds</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 87 Unit 2, Lesson 8, TE p. 115 Unit 5, Lesson 20, TE p. 289 <p>High-Frequency Words Read-Spell-Write</p> <p><i>For example:</i> Say: The word <i>number</i> is spelled <i>n-u-m-b-e-r</i>. Spell it with me: <i>n-u-m-b-e-r</i>. What is the vowel sound in the first syllable of number? What letter do we write for this sound? (TE p. 412)</p> <ul style="list-style-type: none"> Unit 4, Lesson 19, TE p. 268 Unit 6, Lesson 29, TE p. 412 Unit 6, Lesson 30, TE p. 426 <p>Word Study/Morphology Transition to Longer Words Children choose a syllable from each box to make a word, write the word, and then blend the syllables to read the word.</p> <p><i>For example:</i> Write the word bunny. Guide children to identify bun as the first syllable and ny, as the second syllable: bun/ny. Point out the long e sound in the syllable ny. Have children blend the syllables to read the word. Next write the word turkey. Divide the word into syllables: tur/key. Point out the r-controlled vowel sound in the first syllable and the long e sound in key, the second syllable. (TE p. 433)</p> <ul style="list-style-type: none"> Unit 5, Lesson 25, TE p. 361 Unit 5, Lesson 27, TE p. 389 Unit 6, Lesson 30, TE p. 433 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TE DIGITAL RESOURCES*</p> <p>Professional Development Instructional Support by Wiley Blevins Multisyllabic Words (video)</p> <p>Differentiation Supports Syllable Types Student Resources/Instructional Resources Word Study/Morphology Closed Syllables Consonant + le Syllables Final e Syllables Open Syllables Vowel Team Syllables r-Controlled Vowel Syllables</p> <p>Assessment Benchmark PDF Benchmark Assessments Comprehensive Phonics Survey: Nonsense Word Reading E. Word Study (Multisyllabic Words)</p> <p><i>Related content (syllables in a spoken word)</i></p> <p>Phonemic Awareness Phonemic Manipulation: Delete Syllables Children clap the number syllables in a spoken word.</p> <ul style="list-style-type: none"> • Unit 5, Lesson 25, TE p. 359 • Unit 5, Lesson 26, TE p. 373 • Unit 5, Lesson 27, TE p. 387 <p>Phonemic Manipulation: Delete and Add Syllables Children clap the number syllables in a spoken word.</p> <ul style="list-style-type: none"> • Unit 6, Lesson 28, TE p. 403 • Unit 6, Lesson 29, TE p. 417 • Unit 6, Lesson 30, TE p. 431 <p>TE DIGITAL RESOURCES*</p> <p>Overview Phonological Awareness Scope and Sequence Rationale Five Basic Types of Activities Activity Type 4: Oral Segmentation (including counting sounds)</p> <p>Professional Development Instructional Guides Instructional Routines Booklet Routine 9: Phonemic Awareness: Oral Segmentation Connect to Spelling/Multimodal and Multisensory Supports <i>For example:</i> <i>When segmenting by syllables, teach students the “chin drop” technique. Have them place their hand underneath their chin and count the number of chin drops (vowel sounds) as they say the word. Remind students that each syllable has one vowel sound. (p. 20)</i></p> <ul style="list-style-type: none"> • Pages 19–20
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.

STUDENT EDITION/TEACHER'S EDITION

Introduction

Learn and Blend/Blend It

Challenge

Children decode two-syllable words by breaking the words into syllables following basic patterns.

Long e

- Unit 4, Lesson 16, SE/TE p. 225

r-Controlled Vowel /är/

- Unit 5, Lesson 20, SE/TE p. 283

Diphthong /oi/

- Unit 5, Lesson 25, SE/TE p. 353

TEACHER'S EDITION

Word Study/Morphology

Children decode two-syllable words by breaking the words into syllables.

For example:

Write the compound word birdbath. Ask: How do we divide this word into syllables? Guide children to identify the r-controlled vowel sound in bird and the short a sound in bath. Draw a line between the two syllables: bird/bath. Have children blend the syllables to read the word. (TE p. 305)

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 20, TE p. 291

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 21, TE p. 305

Word Study/Morphology: Transition to Longer Words

- Unit 6, Lesson 28, TE p. 405

Sound-Spelling/Blending

For example:

Write the word little. Have children examine the word. Work with them to recall some of the "rules" they learned for breaking words into syllables. Then have them read the word. Repeat with the words rabbit, purple, ended, and mildest. (TE p. 406)

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 20, TE p. 292

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 21, TE p. 306

Word Study/Morphology: Transition to Longer Words

- Unit 6, Lesson 28, TE p. 406

Teacher Table: Intervention

For example:

Repeat the multisyllabic words activity with children who struggled. Remind children that every syllable has only one vowel sound. Then have them examine the parts of the word and use the vowel sound in each to help read the word. (TE p. 292)

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 20, TE p. 292

Word Study/Morphology: Transition to Longer Words

- Unit 5, Lesson 21, TE p. 306

Word Study/Morphology: Transition to Longer Words

- Unit 6, Lesson 28, TE p. 406

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Read words with inflectional endings.</p>	<p>STUDENT EDITION/TEACHER'S EDITION <i>Word Study/Morphology</i> <i>For example:</i> <i>Write the word dashed. Ask: What word do you see in dashed? Guide children in separating dash (the base word) from ed (the inflectional ending) to identify the word. Then guide them in blending dash and ed to read dashed. Repeat with the word missed. (TE p. 131)</i></p> <p>Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE/TE p. 31 <p>Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, SE/TE p. 131 <p>Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, SE/TE p. 189 <p>TEACHER'S EDITION <i>Sound-Spelling/Blending</i> <i>For example:</i> <i>Write the word dips and have children read it. Ask: What word do you see in dips? If they need help, guide them in separating dip from the -s ending. Repeat with the words fits, rips, wags. (TE p. 32)</i></p> <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 32 <p>Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 132 <p>Word Study/Morphology: Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 190 <p>Teacher Table: Intervention <i>For example:</i> <i>Repeat the inflectional ending activity with children who struggled. Write each word on an index card and have children read the words. Have them identify the base word in each one. Then guide children to use each word with -ed in a sentence. (TE p. 132)</i></p> <p>Word Study/Morphology: Inflectional Ending -s</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. 32 <p>Word Study/Morphology: Inflectional Ending -ed</p> <ul style="list-style-type: none"> Unit 2, Lesson 9, TE p. 132 <p>Word Study/Morphology: Inflectional Endings -ing and -ed</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 190
<p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION <i>High-Frequency Words</i> Read-Spell-Write</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, SE/TE p. 82 Unit 4, Lesson 15, SE/TE p. 212 Unit 5, Lesson 24, SE/TE p. 340 <p>TEACHER'S EDITION <i>High-Frequency Words</i> Review/Extend</p> <ul style="list-style-type: none"> Unit 2, Lesson 6, TE p. 85 Unit 4, Lesson 15, TE p. 215 Unit 5, Lesson 24, TE p. 343 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Phonics and Word Recognition

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Review/Use in Context</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 87 • Unit 4, Lesson 15, TE p. 217 • Unit 5, Lesson 24, TE p. 345 <p>Build Fluency/Review</p> <ul style="list-style-type: none"> • Unit 2, Lesson 6, TE p. 92 • Unit 4, Lesson 15, TE p. 222 • Unit 5, Lesson 24, TE p. 350 <p>TE DIGITAL RESOURCES*</p> <p>Overview</p> <p>High-Frequency Words</p> <p>Irregular High-Frequency Words</p> <p>Decodable Text Word Analyses</p> <p>Level A Decodable Text Word Analyses</p> <p>Listed are high-frequency words and the cumulative high-frequency words for every Level A decodable text.</p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Instructional Routines Booklet</p> <ul style="list-style-type: none"> • Routine 2: High-Frequency Words, p. 4 • Routine 2: Teacher Alerts and Principal Look-Fors, p. 5 • Routine 2: High-Frequency Words Program Sample, p. 5 <p>Assessment</p> <p>Benchmark (Interactive)</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Level A, Part 1 • Level A, Part 2 • Level A, Part 3 <p>Benchmark PDF</p> <p>Benchmark Assessments</p> <p>High-Frequency Word Assessments</p> <p>High-Frequency Word Administration & Analyses</p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Teacher’s Guide to High-Frequency Words</p> <p>What Are High-Frequency Words?</p> <p>Supporting Instruction of High-Frequency Words</p> <p>Use the Read/Sipell/Write/Extend Routine</p> <p>Use Flashcards</p> <p>Build a Log of Cumulative Sentences</p> <p>Play <i>What’s Missing?</i></p> <p>Play <i>Mix and Fix It</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS

FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS

RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.

STUDENT EDITION/TEACHER’S EDITION

Read Connected Text

Connected Text/Interact with the Text

Lesson 1: Short a

“My Cat”

- Unit 1, Lesson 1, SE/TE p. 11

Lesson 10: Digraphs ch, tch, wh

“Our Dog Butch”

- Unit 2, Lesson 10, SE/TE p. 139

Lesson 27: r-Controlled are, air, ear

“Fran and Jan”

- Unit 5, Lesson 27, SE/TE p. 383

Read Connected Text

Take-Home Book

Lesson 1: Short a

“What Do We Like?”

- Unit 1, Lesson 1, SE/TE pp. 15–16

Lesson 10: Digraphs ch, tch, wh

“Will We Win?”

- Unit 2, Lesson 10, SE/TE pp. 143–144

Lesson 27: r-Controlled are, air, ear

“The Three Bears: A Retelling”

- Unit 5, Lesson 27, SE/TE pp. 387–388

FLUENCY BOOSTER PRACTICE BOOK

Lessons 1–30

Decodable Text

Lesson 1: Short a

“I Like”

- Take-Home Book, pp. 3–4
- Comprehension and Vocabulary, p. 5
- Writing, p. 6

Lesson 10: Digraphs ch, tch, wh

“What Is for Lunch?”

- Take-Home Book, pp. 39–40
- Comprehension and Vocabulary, p. 41
- Writing, p. 42

Lesson 27: r-Controlled are, air, ear

“What a Pair!”

- Take-Home Book, pp. 107–108
- Comprehension and Vocabulary, p. 109
- Writing, p. 110

TE DIGITAL RESOURCES*

Units 1–6

Lessons 1–30: Instructional Resources: Take-Home Book Lesson Plan

Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Unit 1, Lesson 1: Short a “What Do We Like?” Lesson Plan</p> <p>Unit 2, Lesson 10: Digraphs ch, tch, wh “Will We Win?” Lesson Plan</p> <p>Unit 5, Lesson 27: r-Controlled are, air, ear “The Three Bears: A Retelling” Lesson Plan</p> <p>FLUENCY BOOSTER TEACHER’S COMPONENT* Lessons 1–30 Decodable Text Lesson Plan Each Decodable Text Lesson Plan provides After Reading comprehension questions that help children read with purpose and demonstrate understanding.</p> <p>Lesson 1: Short a “I Like”</p> <p>Lesson 10: Digraphs ch, tch, wh “What Is for Lunch?”</p> <p>Lesson 27: r-Controlled are, air, ear “What a Pair!”</p>
<p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introduction Daily Practice Build Fluency Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, SE/TE p. 37 • Unit 4, Lesson 15, SE/TE p. 211 • Unit 5, Lesson 24, SE/TE p. 339 <p>TEACHER’S EDITION Read Connected Text Connected Text Have children point to each word as they chorally read the text aloud.</p> <p>Lesson 3: Short o “Bob’s Job”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 39 <p>Lesson 15: Long a (ai, ay) “What Will I Paint?”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 15, TE p. 213 <p>Lesson 24: Diphthong /ou/ (ou, ow) “Flowers All Around”</p> <ul style="list-style-type: none"> • Unit 5, Lesson 24, SE/TE p. 341 <p>Read Connected Text Take-Home Book <i>First Read (Read Together)</i> Have children point to each word as they chorally read the text aloud.</p> <p>Lesson 3: Short o “The Frog”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 3, TE p. 44 <p style="text-align: center;"><i>continued</i></p>

READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
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<p style="text-align: center;"><i>continued</i></p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text 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>Lesson 15: Long a (ai, ay) “My Big Trip”</p> <ul style="list-style-type: none"> Unit 4, Lesson 15, TE p. 218 <p>Lesson 24: Diphthong /ou/ (ou, ow) “The Parade Is in Town”</p> <ul style="list-style-type: none"> Unit 5, Lesson 24, TE p. 346 <p>Take-Home Book <i>Second Read (Develop Fluency)</i> Have children whisper-read the book or read it to a partner.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 47 Unit 4, Lesson 15, TE p. 221 Unit 5, Lesson 24, TE p. 349 <p>Independent/Partner Work Build Fluency Have children reread Take-Home Books from previous weeks.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 40 Unit 4, Lesson 15, TE p. 214 Unit 5, Lesson 24, TE p. 342 <p>Reread Connected Text Have children reread the lesson Connected Text.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 41 Unit 4, Lesson 15, TE p. 215 Unit 5, Lesson 24, TE p. 343 <p>Take-Home Book <i>Build Fluency</i> Have children reread stories in their Take-Home Book folders.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 49 Unit 4, Lesson 15, TE p. 223 Unit 5, Lesson 24, TE p. 351 <p>Home-School Connection Build Fluency Have children read their Take-Home Book with their families.</p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE p. 43 Unit 4, Lesson 15, TE p. 217 Unit 5, Lesson 24, TE p. 345 <p>TE DIGITAL RESOURCES* Assessment Assessment Overview Formative Assessments</p> <ul style="list-style-type: none"> Fluency Assessment Guidance, p. 3 <p>Formative Formative Assessments</p> <ul style="list-style-type: none"> Fluency Assessment Guidance <p>Differentiation Supports Additional Routines Fluency Routines and Minilessons, Level A Lesson 2: Introduce the Repeated Reading Fluency Routine Lesson 3: Model Fluency: Intonation (end punctuation) Lesson 5: Choral Read</p> <p style="text-align: center;"><i>continued</i></p>
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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text 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>Lesson 11: Reader’s Theater Lesson 13: Audiobook Modeling Lesson 15: Echo Read/*Assess Fluency (wcpm) Lesson 17: Oral Reading Model Lesson 20: Repeated Readings Lesson 29: 2-Minute Drills</p> <p>Units 1–6 Student and Family Resources Student Fluency Sentences Frequent, repeated readings of words with previously taught skills accelerate children’s phonics mastery. The practice page includes five sentences for each lesson in the Unit. Unit Speed Drill Build Fluency Instructional Resources Unit Speed Drill Instructional Resource Build Fluency <i>For example:</i> <i>Guide children to read one-syllable words with long vowels to build fluency and determine skill deficits for small group instruction. This activity builds mastery of a set of words containing cumulative skills from Units 2 and 4. The set of words is repeated multiple times in the 50-word grid. (Unit 4 Speed Drill)</i></p> <p>Lessons 1–30: Instructional Resources: Take-Home Book Lesson Plan Before Reading <i>English-Learner Supports</i> Have children listen to and follow along with the book. Then do an echo read and discuss key ideas. During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read. After Reading <i>Fluency Plan</i> On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.</p> <p>Unit 1, Lesson 3: Short o “The Frog” Lesson Plan Unit 4, Lesson 15: Long a (ai, ay) “My Big Trip” Lesson Plan Unit 5, Lesson 24: Diphthong /ou/ (ou, ow) “The Parade Is in Town” Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK Fluency Practice Fluency Practice 1–4 Children read each sentence on their own, then read the sentences to a partner. The Progress Check includes a check box for up to five readings and questions to measure reading fluency.</p> <p>How was my reading?</p> <ul style="list-style-type: none"> • Did I read each word correctly? • Did I raise my voice at the end of a question? • Did I read a sentence that ends with a period (.) the way I talk? • Did I chunk longer sentences into smaller parts to read them better? <p>FLUENCY BOOSTER TEACHER’S COMPONENT* Each Lesson Decodable Text Lesson Plan Before Reading <i>English-Learner Supports</i> Have children listen to and follow along with the book. Then do an echo read and discuss key ideas. During Reading <i>Technique</i> Have children whisper-read the book and then do a choral read. After Reading <i>Fluency Plan</i> On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.</p> <p>Lesson 3: Short o “Jump” Lesson Plan Lesson 15: Long a (ai, ay) “Snail Mail” Lesson Plan Lesson 24: Diphthong /ou/ (ou, ow) “Up and Down” Lesson Plan</p>
<p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. 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>TEACHER’S EDITION Read Connected Text Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary.</p> <p><i>For example:</i> <i>If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, Does the word make sense in the sentence? (TE p. 241)</i></p> <p>“The Big Bag”</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, TE p. 25 <p style="text-align: center;"><i>continued</i></p>

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READING STANDARDS FOR FOUNDATIONAL SKILLS

Fluency

NORTH CAROLINA STANDARD COURSE OF STUDY FOR ENGLISH LANGUAGE ARTS	FROM PHONICS TO READING, LEVEL A/GRADE 1 – EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. 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>“The Plane Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 13, TE p. 169 <p>“Let’s Go Camping”</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 241 <p>Read Connected Text Take-Home Book <i>First Read (Read Together)</i> <i>For example:</i> <i>Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. (TE p. 102)</i></p> <p>“The Best Snack”</p> <ul style="list-style-type: none"> Unit 2, Lesson 7, TE p. 102 <p>“The Boat”</p> <ul style="list-style-type: none"> Unit 4, Lesson 17, TE p. 246 <p>“The Three Bears: A Retelling”</p> <ul style="list-style-type: none"> Unit 5, Lesson 27, TE p. 388