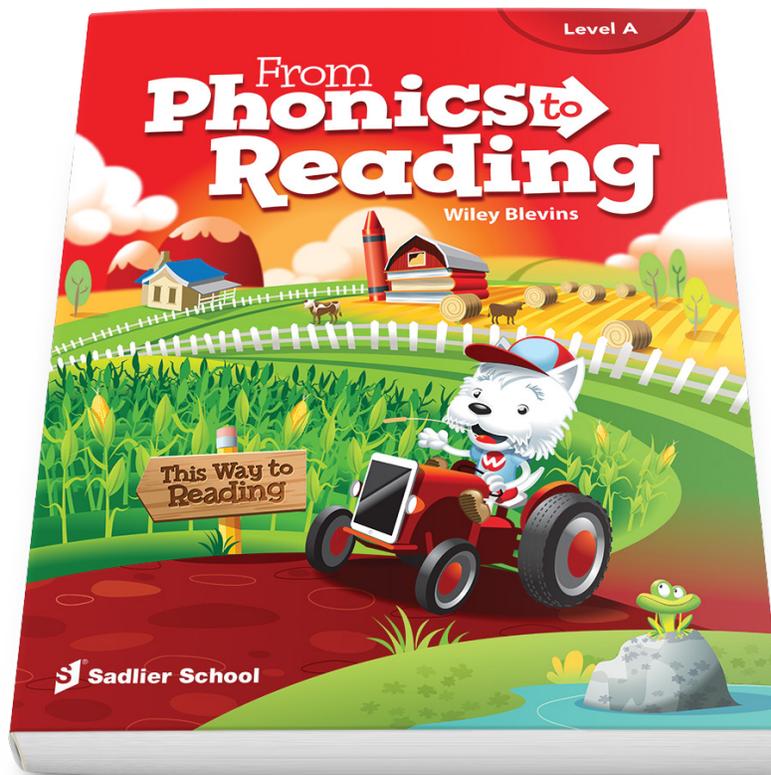


# From Phonics to Reading

Correlation to Arizona’s English Language Arts Standards

1<sup>st</sup> Grade



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## READING STANDARDS: FOUNDATIONAL SKILLS

### Print Concepts

PRINT CONCEPTS INDICATOR	EXAMPLE CITATIONS
<p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).</p>	<p><b>Print Concepts: Understanding How Sentences Work</b> (every sentence must begin with a capital letter and end with an end mark)</p> <p>Teacher's Edition, Unit 1, Lesson 1, TE p. 17 Teacher's Edition, Unit 1, Lesson 3, TE p. 45 Teacher's Edition, Unit 1, Lesson 5, TE p. 73</p> <hr/> <p><b>Sentences</b> (a sentence starts with uppercase letters and ends with a punctuation mark)</p> <p>SadlierConnect.com, Level A, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>Introduction: Short e</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 65</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 66</p> <p><b>Introduction: Long e (ee, ea)</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 225</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 226</p> <p><b>Introduction: Long i and Long o</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 211</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 6, Lesson 28, TE p. 398</p> <hr/> <p><b>Phonemic Awareness: Distinguish Long and Short Vowel Sounds</b> Teacher's Edition, Unit 3, Lesson 12, TE p. 173 Teacher's Edition, Unit 3, Lesson 13, TE p. 187 Teacher's Edition, Unit 4, Lesson 15, TE p. 217</p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p style="text-align: center;"><i>Blending Sounds</i></p> <p><b>Introduction: Short o</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 37</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 37</p> <p><b>Introduction: Short u</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 4, SE/TE p. 51</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. 51</p> <p><b>Introduction: Short e</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 65</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 65</p>
	<p><b>Phonemic Awareness: Oral Blending</b> 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>
	<p style="text-align: center;"><i>Blending Sounds: Consonant Blends</i></p> <p><b>Introduction: l-Blends</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 81</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 81</p> <p><b>Introduction: s-Blends</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 95</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 95</p> <p><b>Introduction: r-Blends</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 109</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 109</p>
	<p><b>Phonemic Awareness: Oral Blending</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 81 Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 95 Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 109</p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><b>Dictation: Think and Write</b> (isolate/pronounce initial, medial vowel, and final sounds in spoken single-syllable words)</p> <p>Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 99</p> <p>Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 215</p> <p>Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 315</p> <p><b>Dictation: Think and Write</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 100 Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 216 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 316</p>
<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).</p>	<p><b>Phonemic Awareness: Oral Segmentation</b> Teacher's Edition, Unit 2, Lesson 6, TE p. 85 Teacher's Edition, Unit 2, Lesson 9, TE p. 127 Teacher's Edition, Unit 2, Lesson 11, TE p. 155 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>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>Phonemic Awareness: Recognize and Produce Rhyme</b> Teacher's Edition, Unit 1, Lesson 1, TE p. 15 Teacher's Edition, Unit 1, Lesson 3, TE p. 43 Teacher's Edition, Unit 1, Lesson 5, TE p. 71</p> <p><b>Word Building: Word Ladder</b> (dot, pot, hot) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 48</p> <p><b>Word Building: Word Ladder</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 48</p> <p><b>Word Building: Word Ladder</b> (grow, row, bow) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 17, SE/TE p. 250</p> <p><b>Word Building: Word Ladder</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 17, TE p. 250</p> <p style="text-align: right;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonological Awareness

PHONOLOGICAL AWARENESS INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Building: Word Ladder</b> (shy, cry, fry, fly) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 264</p> <p><b>Word Building: Word Ladder</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 264</p> <hr/> <p><b>Word Building: Word Ladder</b> (clown, crown, brown) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 350</p> <p><b>Word Building: Word Ladder</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 350</p> <hr/> <p><b>Rhyme Routine</b> (recognize and produce rhyming words) SadlierConnect.com, Level A, Overview, Phonological Awareness Scope and Sequence—A Rationale, p. 4</p>
<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.</p>	<p><b>Phonemic Awareness: Phonemic Manipulation: Substitute Sounds</b> Teacher's Edition, Unit 4, Lesson 14, TE p. 203</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Add Sounds</b> Teacher's Edition, Unit 4, Lesson 18, TE p. 259 Teacher's Edition, Unit 5, Lesson 26, TE p. 371</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Delete Sounds</b> Teacher's Edition, Unit 4, Lesson 19, TE p. 273</p>

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Digraphs sh, th</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 123</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 123</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Introduction: Digraphs ch, tch, wh</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 10, SE/TE p. 137</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 10, TE p. 137</p> <p><b>Introduction: Digraphs ng, nk</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 11, SE/TE p. 151</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 11, TE p. 152</p>
<p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Short o</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 37</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 37</p> <p><b>Introduction: Single Letter Long Vowels e, i, o</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 14, SE/TE p. 197</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 14, TE p. 197</p> <p><b>Introduction: r-Controlled or, ore, oar</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 311</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 311</p> <hr/> <p><b>Read Connected Text: "Bob's Job"</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 39</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 39</p> <p><b>Read Connected Text: "Bo's First Day"</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 14, SE/TE p. 199</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 14, TE p. 199</p> <p><b>Read Connected Text: "Sports Fans"</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 313</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 313</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. b. Decode regularly spelled one-syllable words.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Take-Home Book: “Frog”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 3, SE/TE pp. 43–44 <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 3, TE p. 44</p> <p><b>Take-Home Book: “The New School”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 15–16 <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 14, TE p. 204</p> <p><b>Take-Home Book: “Stores at the Mall”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 15–16 <b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 318</p>
<p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. c. 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><b>Word Study/Morphology/Morphology: Transition to Longer Words</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 20, SE/TE p. 291 <b>Word Study/Morphology: Transition to Longer Words</b> (every syllable in a word has only one vowel sound) Teacher’s Edition, Unit 5, Lesson 20, TE p. 291</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Delete Syllables</b> (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</p> <p><b>Phonemic Awareness: Phonemic Manipulation: Delete and Add Syllables</b> (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;"><i>continued</i></p>

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## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>c. 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><b>Activity Type 4: Oral Segmentation Routine: Syllables</b> (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>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>d. Recognize and apply all six syllable types when decoding grade level texts.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>Closed Syllables</i></p> <p><b>Word Study/Morphology: Closed Syllables</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources, Syllable Types</p> <p><b>Word Study/Morphology: Closed Syllables</b> Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Instructional Resources, Syllable Types</p> <hr/> <p><i>See also</i></p> <p><b>Introduction: Short a</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 9</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 9</p> <hr/> <p><b>Read Connected Text: “My Cat”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE p. 11</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 11</p> <hr/> <p><b>Take-Home Book: “What Do We Like?”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 1, SE/TE pp. 15–16</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 1, Lesson 1, TE p. 16</p> <hr/> <p style="text-align: center;"><i>Consonant + le Syllables</i></p> <p><b>Word Study/Morphology: Consonant + le Syllables</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources, Syllable Types</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. d. Recognize and apply all six syllable types when decoding grade level texts.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study/Morphology: Consonant + le Syllables</b> Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Instructional Resources, Syllable Types</p> <hr/> <p><i>See also</i></p> <p><b>Word Study/Morphology: Transition to Longer Words (bubble)</b> Student Edition &amp; Teacher's Edition, Unit 6, Lesson 28, SE/TE p. 405</p> <p><b>Word Study/Morphology: Transition to Longer Words (tumble)</b> Lesson Plan: Teacher's Edition, Unit 6, Lesson 28, TE p. 405</p> <hr/> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Transition to Longer Words (middle)</b> Teacher's Edition, Unit 6, Lesson 28, TE p. 408</p> <hr/> <p style="text-align: center;"><i>Final e Syllables</i></p> <p><b>Word Study/Morphology: Final e Syllables</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources, Syllable Types</p> <p><b>Word Study/Morphology: Final e Syllables</b> Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Instructional Resources, Syllable Types</p> <hr/> <p><i>See also</i></p> <p><b>Introduction: Final e (a_e, i_e)</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 167</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 167</p> <hr/> <p><b>Read Connected Text: "The Plane Ride"</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 169</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 169</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>d. Recognize and apply all six syllable types when decoding grade level texts.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Take-Home Book: “The Big Race”</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 12, SE/TE pp. 173–174</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 12, TE p. 174</p> <hr/> <p style="text-align: center;"><i>Open Syllables</i></p> <p><b>Word Study/Morphology: Open Syllables</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources, Syllable Types</p> <p><b>Word Study/Morphology: Open Syllables</b> Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Instructional Resources, Syllable Types</p> <hr/> <p><i>See also</i></p> <p><b>Introduction: Long i</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 253</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 253</p> <hr/> <p><b>Read Connected Text: “How to Grow a Bean Plant”</b> (dry, try, by) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 255</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 255</p> <hr/> <p><b>Take-Home Book: “The Night Sky”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE pp. 259–260</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 260</p> <hr/> <p style="text-align: center;"><i>Vowel Team Syllables</i></p> <p><b>Word Study/Morphology: Vowel Team Syllables</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources, Syllable Types</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>d. Recognize and apply all six syllable types when decoding grade level texts.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;"><b>Vowel Team Syllables</b></p> <p><b>Word Study/Morphology: Vowel Team Syllables</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources, Syllable Types</p> <p><b>Word Study/Morphology: Vowel Team Syllables</b> Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Instructional Resources, Syllable Types</p> <hr/> <p><i>See also</i></p> <p><b>Introduction: Long e (ee, ea)</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 225</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 225</p> <hr/> <p><b>Read Connected Text: "Good Deeds"</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 227</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 227</p> <hr/> <p><b>Take-Home Book: "The Seaside"</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE pp. 231–232</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 232</p> <hr/> <p style="text-align: center;"><b>r-Controlled Vowel Syllables</b></p> <p><b>Word Study/Morphology: r-Controlled Vowel Syllables</b> SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Student Resources, Syllable Types</p> <p><b>Word Study/Morphology: r-Controlled Vowel Syllables</b> Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, Syllable Types Instructional Resources, Syllable Types</p> <hr/> <p><i>See also</i></p> <p><b>Introduction: r-Controlled /ôr/ (or, ore, oar)</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 311</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 311</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. d. Recognize and apply all six syllable types when decoding grade level texts.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “Sports Fans”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE p. 313</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 313</p> <hr/> <p><b>Take-Home Book: “Stores at the Mall”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 22, SE/TE pp. 317–318</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 22, TE p. 318</p>
<p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. e. Read words with inflectional endings.</p>	<p><b>Word Study/Morphology: Inflectional Ending -ing</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 10, SE/TE p. 145</p> <p><b>Word Study/Morphology: Inflectional Ending -ing</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 10, TE p. 145</p> <p><b>Word Study/Morphology: Inflectional Ending -ing and -ed</b> Student Edition &amp; Teacher’s Edition, Unit 3, Lesson 13, SE/TE p. 189</p> <p><b>Word Study/Morphology: Inflectional Ending -ing and -ed</b> Lesson Plan: Teacher’s Edition, Unit 3, Lesson 13, TE p. 189</p> <p><b>Word Study/Morphology: Inflectional Endings (-s, -ed, -ing)</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 26, SE/TE p. 375</p> <p><b>Word Study/Morphology: Inflectional Endings</b> Lesson Plan: Teacher’s Edition, Unit 5, Lesson 26, TE p. 375</p> <hr/> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Ending -ing</b> Teacher’s Edition, Unit 2, Lesson 10, TE p. 146</p> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Ending -ing and -ed</b> Teacher’s Edition, Unit 3, Lesson 13, TE p. 190</p> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Endings</b> Teacher’s Edition, Unit 5, Lesson 26, TE p. 376</p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

PHONICS AND WORD RECOGNITION INDICATOR	EXAMPLE CITATIONS
<p>1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>High-Frequency Words: Read-Spell-Write</b> (come, some) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 66</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 66</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (said, there, where) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 110</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 110</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (could, would) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 19, SE/TE p. 268</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 19, TE p. 268</p> <p><b>Irregular High-Frequency Words</b> SadlierConnect.com, Level A, Overview, High-Frequency Words</p>

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p>1.RF.4 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: right;"><i>continued</i></p>	<p><b>Read Connected Text: "Fun in the Sun"</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 4, SE/TE p. 53</p> <p><b>Read Connected Text: Connected Text</b> (ask/discuss answers to comprehension questions) Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. 53</p> <p><b>Read Connected Text: "The Plane Ride"</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 169</p> <p><b>Read Connected Text: Connected Text</b> (ask/discuss answers to comprehension questions) Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 169</p> <p style="text-align: right;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.4 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 style="text-align: center;"><i>continued</i></p> <p><b>Read Connected Text: “How to Make a Sandcastle”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299</p> <p><b>Read Connected Text: Connected Text</b> (ask/discuss answers to comprehension questions) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <hr/> <p><b>Take-Home Book: “What Are These Things?”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 6, SE/TE pp. 87-88</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 88</p> <p><b>Take-Home Book: “Let’s Make Music!”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273-274</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 274</p> <p><b>Take-Home Book: “My Super Silly Story”</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE pp. 431-432</p> <p><b>Read Connected Text: Take-Home Book: Check Comprehension</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 432</p> <hr/> <p><b>Decodable Text: “Beth’s Wish”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 6-11, Lesson 9: Digraphs sh, th</p> <p><b>“Beth’s Wish” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 6-11, Decodable Text Lesson Plan, Lesson 9: Digraphs sh, th</p> <p><b>Decodable Text: “The Flies”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 14-19, Lesson 18: Long i (y, igh)</p> <p><b>“The Files” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 18: Long i (y, igh)</p> <p style="text-align: center;"><i>continued</i></p>

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**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.4 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><b>Decodable Text: “Up and Down”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Lesson 24: Diphthong /ou/ (ou, ow)</p> <p><b>“Up and Down” Lesson Plan</b> After Reading: Comprehension Questions SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 24: Diphthong /ou/ (ou, ow)</p>
<p>1.RF.4 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><b>Read Connected Text: “Fun in the Sun”</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 53</p> <p><b>Read Connected Text: Connected Text</b> (chorally read the text aloud) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 53</p> <p><b>Read Connected Text: “How to Grow a Bean Plant”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 255</p> <p><b>Read Connected Text: Connected Text</b> (chorally read the text aloud) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE p. 255</p> <p><b>Read Connected Text: “How to Make a Sandcastle”</b> Student Edition &amp; Teacher’s Edition, Unit 5, Lesson 21, SE/TE p. 299</p> <p><b>Read Connected Text: Connected Text</b> (chorally read the text aloud) Lesson Plan: Teacher’s Edition, Unit 5, Lesson 21, TE p. 299</p> <hr/> <p><b>Take-Home Book: “What Are These Things?”</b> Student Edition &amp; Teacher’s Edition, Unit 2, Lesson 6, SE/TE pp. 87-88</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> (chorally read the text aloud) Lesson Plan: Teacher’s Edition, Unit 2, Lesson 6, TE p. 88</p> <p><b>Take-Home Book: “The Night Sky”</b> Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 18, SE/TE pp. 259-260</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> (chorally read the text aloud) Lesson Plan: Teacher’s Edition, Unit 4, Lesson 18, TE p. 260</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.4 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><b>Take-Home Book: “My Super Silly Story”</b> Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE pp. 431-432</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> (chorally read the text aloud) Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 432</p> <p><b>Decodable Text: “Beth’s Wish”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 6-11, Lesson 9: Digraphs sh, th</p> <p><b>“Beth’s Wish” Lesson Plan</b> (During Reading: whisper-read/do a choral read) SadlierConnect.com, Fluency Booster Practice Book, Lessons 6-11, Decodable Text Lesson Plan, Lesson 9: Digraphs sh, th</p> <p><b>Decodable Text: “The Flies”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 14-19, Lesson 18: Long i (y, igh)</p> <p><b>“The Files” Lesson Plan</b> (During Reading: whisper-read/do a choral read) SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 18: Long i (y, igh)</p> <p><b>Decodable Text: “Up and Down”</b> SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Lesson 24: Diphthong /ou/ (ou, ow)</p> <p><b>“Up and Down” Lesson Plan</b> (During Reading: whisper-read/do a choral read) SadlierConnect.com, Fluency Booster Practice Book, Lessons 20-27, Decodable Text Lesson Plan, Lesson 24: Diphthong /ou/ (ou, ow)</p> <p><b>Teacher’s Guide to Fluency</b> Supporting Fluency Development: Phrasing, Expression and Intonation, Punctuation, Rate, Accuracy SadlierConnect.com, Level A, Differentiation Supports, Additional Routines</p>
<p>1.RF.4 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><b>Introduction: Short u</b> Student Edition &amp; Teacher’s Edition, Unit 1, Lesson 4, SE/TE p. 51</p> <p><b>Introduce Sound-Spelling: Blend It</b> (see words used in context sentences) Lesson Plan: Teacher’s Edition, Unit 1, Lesson 4, TE p. 51</p> <p style="text-align: center;"><i>continued</i></p>

**READING STANDARDS: FOUNDATIONAL SKILLS**

**Fluency**

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.4 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 style="text-align: center;"><i>continued</i></p> <p><b>Introduction: Long i (y, igh)</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 253</p> <p><b>Introduce Sound-Spelling: Blend It</b> (see words used in context sentences) Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 253</p> <p><b>Introduction: Diphthong /ou/ (ou, ow)</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 339</p> <p><b>Introduce Sound-Spelling: Blend It</b> (see words used in context sentences) Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 339</p> <hr/> <p><b>Read Connected Text: "Fun in the Sun"</b> (use context clues to determine or confirm the meaning of an unknown word) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 4, SE/TE p. 53</p> <p><b>Read Connected Text: "Fun in the Sun"</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. 53</p> <p><b>Read Connected Text: "The Plane Ride"</b> (use context clues to determine or confirm the meaning of an unknown word) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 169</p> <p><b>Read Connected Text: "The Plane Ride"</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 169</p> <p><b>Read Connected Text: "How to Make a Sandcastle"</b> (use context clues to determine or confirm the meaning of an unknown word) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 299</p> <p><b>Read Connected Text: "How to Make a Sandcastle"</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 299</p> <hr/> <p><b>Take-Home Book: "What Are These Things?"</b> (use context clues to determine or confirm the meaning of an unknown word) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE pp. 87–88</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 88</p> <p style="text-align: center;"><i>continued</i></p>

## READING STANDARDS: FOUNDATIONAL SKILLS

### Fluency

FLUENCY INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.RF.4 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><b>Take-Home Book: “Let’s Make Music!”</b> (use context clues to determine or confirm the meaning of an unknown word) Student Edition &amp; Teacher’s Edition, Unit 4, Lesson 19, SE/TE pp. 273–274</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 4, Lesson 19, TE p. 274</p> <hr/> <p><b>Take-Home Book: “My Super Silly Story”</b> (use context clues to determine or confirm the meaning of an unknown word) Student Edition &amp; Teacher’s Edition, Unit 6, Lesson 30, SE/TE pp. 431–432</p> <p><b>Read Connected Text: Take-Home Book: First Read (Read Together)</b> Lesson Plan: Teacher’s Edition, Unit 6, Lesson 30, TE p. 432</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
<p>1.WF.1 Demonstrate and apply handwriting skills.</p> <p>a. Write upper and lower case manuscript alphabet from memory using correct letter formation.</p>	<p><b>Letter Formation Cards</b>  <b>Letter Formation Chart</b>  <b>Letter Formation Instruction</b>                      SadlierConnect.com, Level A, Differentiation Supports, Additional Routines</p>
<p>1.WF.1 Demonstrate and apply handwriting skills.</p> <p>b. Write the common grapheme (letter or letter group) for each phoneme.</p>	<p><b>Letter Formation Practice</b>                      (write each letter/say the sound for each letter)                      SadlierConnect.com, Level A, Differentiation Supports, Additional Routines</p>
<p>1.WF.1 Demonstrate and apply handwriting skills.</p> <p>c. Write with appropriate spacing between letters and words.</p>	<p><b>Words and Spaces</b>                      (point out the spaces between one word and the next)                      SadlierConnect.com, Level A, Differentiation Supports, Additional Routines, Teacher's Guide to Print Concepts, Supporting Instruction of Print Concepts, p. 2</p>
<p>1.WF.2 Demonstrate and apply sound-letter concepts.</p> <p>a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.</p>	<p><b>Dictation: Think and Write</b>                      (segment and write letters in two- and three-phoneme syllables: -igh, -oo, -ie, -oe, -ey)                      Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 257                      Student Edition &amp; Teacher's Edition, Unit 5, Lesson 23, SE/TE p. 329                      Student Edition &amp; Teacher's Edition, Unit 6, Lesson 29, SE/TE p. 415                      Student Edition &amp; Teacher's Edition, Unit 6, Lesson 30, SE/TE p. 429</p> <p><b>Dictation: Think and Write</b>                      Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 258                      Lesson Plan: Teacher's Edition, Unit 5, Lesson 23, TE p. 330                      Lesson Plan: Teacher's Edition, Unit 6, Lesson 29, TE p. 416                      Lesson Plan: Teacher's Edition, Unit 6, Lesson 30, TE p. 430</p>
<p>1.WF.2 Demonstrate and apply sound-letter concepts.</p> <p>b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>ABC Express Lesson 3: Short Ii, Pp</b>                      Dictation: Think and Write (write the letter)                      SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p> <p><b>ABC Express Lesson 3: Add-on Practice and Application Activities</b>                      Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p> <p style="text-align: center;"><i>continued</i></p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Sound-Letter Basics and Handwriting

SOUND-LETTER BASICS AND HANDWRITING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.2 Demonstrate and apply sound-letter concepts.</p> <p>b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>ABC Express Lesson 6: Short o, Cc</b>                      Dictation: Think and Write (write the letter)                      SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p> <p><b>ABC Express Lesson 6: Add-on Practice and Application Activities</b>                      Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p> <hr/> <p><b>ABC Express Lesson 10: Short e, Vv</b>                      Dictation: Think and Write (write the letter)                      SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p> <p><b>ABC Express Lesson 10: Add-on Practice and Application Activities</b>                      Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p>

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>1. Short vowels and single consonants.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: Short e</b>                      Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 65</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b>                      Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 66</p> <hr/> <p><b>Word Sort: Sort It Out</b>                      (men, pen, ten)                      Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 68</p> <p><b>Word Sort: Open Sort/Closed Sort</b>                      Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 68</p> <hr/> <p><b>Dictation: Think and Write</b>                      (pen, net, fed)                      Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 69</p> <p><b>Dictation: Think and Write</b>                      Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 70</p> <p style="text-align: center;"><i>continued</i></p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <ol style="list-style-type: none"> <li>1. Short vowels and single consonants.</li> </ol>	<p style="text-align: center;"><i>continued</i></p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 75</p> <hr/> <p><b>Word Building: Make New Words</b> (red, bed, beg, leg, set) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 70</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 70</p> <hr/> <p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 1, Lesson 5, TE p. 72</p> <hr/> <p><b>Cumulative Review: Build Fluency</b> (red, pen, ten) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 75</p> <p><b>Cumulative Review: Build Fluency</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 75</p> <hr/> <p><b>Spelling Instructional Guide</b> SadlierConnect.com, Level A, Professional Development, Instructional Guides</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <ol style="list-style-type: none"> <li>2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).</li> </ol> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><b>Consonant Graphemes</b></p> <p><b>Introduction: Short i</b> (fix, mix, quit) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 23</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 23</p> <p><b>Introduction: r-Blends</b> (quiet) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 109</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 109</p> <hr/> <p><b>Word Building: Make New Words</b> (click, clack, black) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 86</p> <p style="text-align: center;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 86</p> <p><b>Word Building: Make New Words</b> (still, stick, stock) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 100</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 86</p> <p><b>Word Building: Make New Words</b> (crack, rack, track) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 114</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 114</p> <hr/> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Comparatives and Superlatives</b> (quick, quicker, quickest) Teacher's Edition, Unit 4, Lesson 18, TE p. 264</p> <hr/> <p><b>ABC Express Lesson 12: Xx, Qu</b> Dictation: Listen and Spell SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p> <p><b>ABC Express Lesson 122: Add-on Practice and Application Activities</b> Lesson Plan: SadlierConnect.com, Level A, Differentiation Supports, ABC Express Instructional Resources</p> <hr/> <p style="text-align: center;"><i>Digraphs</i></p> <p><b>Introduction: Digraphs sh, th</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 123</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 123</p> <hr/> <p><b>Word Sort: Sort It Out</b> (write words in the correct column) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 126</p> <p><b>Word Sort: Open Sort/Closed Sort</b> 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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### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Dictation: Think and Write</b> (write the spelling for each sound) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 127</p> <p><b>Dictation: Think and Write</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 128</p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 133</p> <hr/> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 128</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 128</p> <hr/> <p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 1, Lesson 5, TE p. 130</p> <hr/> <p><b>Cumulative Review: Build Fluency</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 133</p> <p><b>Cumulative Review: Build Fluency</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 133</p> <hr/> <p style="text-align: center;"><i>Doubled Letters</i></p> <p><b>Word Study/Morphology: Double Final Consonants (ll, ss, zz)</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 3, SE/TE p. 45</p> <p><b>Word Study/Morphology: Double Final Consonants (ll, ss, zz)</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 3, TE p. 45</p> <p><b>Word Study/Morphology: Double Final Consonants (dd, ll, zz)</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 4, SE/TE p. 59</p> <p><b>Word Study/Morphology: Double Final Consonants (dd, ll, zz)</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 4, TE p. 59</p> <p><b>Word Building: Make New Words</b> (stall, ball, small, wall, tall) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 26, SE/TE p. 372</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 26, TE p. 372</p>

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### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>3. Initial and final consonant blends (e.g., must, slab, plump).</p>	<p><b>Introduction: l-Blends</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 81</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 81</p> <p><b>Introduction: s-Blends</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 95</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 95</p> <p><b>Introduction: r-Blends</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 109</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 109</p> <hr/> <p><b>Learning Center: Word Lists</b> (spell words with l-blends) Teacher's Edition, Unit 2, Lesson 6, TE p. 82</p> <p><b>Learning Center: Consonant Blends</b> (spell a word that begins with a consonant blend) Teacher's Edition, Unit 2, Lesson 7, TE p. 96</p> <p><b>Learning Center: Consonant Blends</b> (write r-blend words) Teacher's Edition, Unit 2, Lesson 8, TE p. 110</p> <hr/> <p><b>Word Sort: Sort It Out</b> (words with consonant blends) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 6, SE/TE p. 84 Student Edition &amp; Teacher's Edition, Unit 2, Lesson 7, SE/TE p. 98 Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 112</p> <p><b>Word Sort: Closed Sort</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 6, TE p. 84 Lesson Plan: Teacher's Edition, Unit 2, Lesson 7, TE p. 98 Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 112</p> <hr/> <p><b>Take-Home Book: "The Best Snack"</b> SadlierConnect.com, Decodable Lirbary, Blends, s-Blends, Level A</p> <p><b>"The Best Snack" Lesson Plan</b> SadlierConnect.com, Decodable Lirbary, Blends, s-Blends, Level A</p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;"><i>VCe Pattern</i></p> <p><b>Introduction: Final e (a_e, i_e)</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 167</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 167</p>
	<p><b>Word Sort: Sort It Out</b> (write words in the correct column) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 170</p> <p><b>Word Sort: Open Sort/Closed Sort</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 170</p>
	<p><b>Dictation: Think and Write</b> (write the spelling for each sound) Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 172</p> <p><b>Dictation: Think and Write</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 172</p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 177</p>
	<p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 172</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 172</p>
	<p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 3, Lesson 12, TE p. 174</p>
	<p><b>Cumulative Review: Build Fluency</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 177</p> <p><b>Cumulative Review: Build Fluency</b> Lesson Plan: Teacher's Edition, Unit 3, Lesson 12, TE p. 177</p>
	<p style="text-align: center;"><i>Vowel Team Syllables</i></p> <p><b>Introduction: Long e (ee, ea)</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 225</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 225</p> <p style="text-align: right;"><i>continued</i></p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Sort: Sort It Out</b> (write words in the correct column) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 228</p> <p><b>Word Sort: Open Sort/Closed Sort</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 228</p> <hr/> <p><b>Dictation: Think and Write</b> (write the spelling for each sound) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 229</p> <p><b>Dictation: Think and Write</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 230</p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 235</p> <hr/> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 230</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 230</p> <hr/> <p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 4, Lesson 16, TE p. 232</p> <hr/> <p><b>Cumulative Review: Build Fluency</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 16, SE/TE p. 235</p> <p><b>Cumulative Review: Build Fluency</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 16, TE p. 235</p> <hr/> <p style="text-align: center;"><i>Open Syllables</i></p> <p><b>Introduction: Long a (ai, ay)</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 211</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 211</p> <hr/> <p><b>Word Sort: Sort It Out</b> (write words in the correct column) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 214</p> <p style="text-align: center;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Sort: Open Sort/Closed Sort</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 214</p> <p><b>Dictation: Think and Write</b> (write the spelling for each sound) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 215</p> <p><b>Dictation: Think and Write</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 216</p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 221</p> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 216</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 216</p> <p><b>Independent/Partner Work: Spell Words</b> (complete the Spell It activity in Daily Practice) Teacher's Edition, Unit 4, Lesson 15, TE p. 218</p> <p><b>Cumulative Review: Build Fluency</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 221</p> <p><b>Cumulative Review: Build Fluency</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 221</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>Introduction: r-Controlled ar</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 283</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 283</p> <p><b>Introduction: r-Controlled er, ir, ur</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 297</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 297</p> <p><b>Introduction: r-Controlled or, ore, oar</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 311</p> <p><b>Introduce Sound-Spelling: Learn and Blend/Blend It</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 311</p> <p style="text-align: center;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Learning Center: Spelling with r-Controlled Vowels</b> Teacher's Edition, Unit 5, Lesson 20, TE p. 284</p> <p><b>Learning Center: Word Lists</b> (spell words with the r-controlled vowel sound) Teacher's Edition, Unit 5, Lesson 21, TE p. 298</p> <p><b>Learning Center: Sound-Spelling Connection</b> (spellings for the r-controlled vowel sound /ɔr/) Teacher's Edition, Unit 5, Lesson 22, TE p. 312</p> <hr/> <p><b>Word Sort: Sort It Out</b> (words with r-controlled vowel sounds) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 286 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 300 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 314</p> <p><b>Word Sort: Closed Sort</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 286 Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 300 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 314</p> <hr/> <p><b>Dictation: Listen and Spell</b> (words with r-controlled vowel sounds) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 287 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 301 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 315</p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 293 Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 307 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 321</p> <hr/> <p><b>Word Building: Make New Words</b> (words with r-controlled vowel sounds) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 288 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 302 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 316</p> <p style="text-align: center;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 288 Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 302 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 316</p> <p><b>Teacher Table Intervention: Think and Write</b> (spellings for r-controlled vowel sounds) Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 288 Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 302 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 316</p> <p><b>Independent/Partner Work: Spell Words</b> (complete Daily Practice: Spell It activity) Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 290 Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 304 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 318</p> <p><b>Cumulative Review: Build Fluency</b> (spell words with r-controlled vowel sounds) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 293 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 307 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 321</p> <p><b>Cumulative Review: Build Fluency</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 293 Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 307 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 321</p> <p><b>Word Building: Word Ladder</b> (spell words with r-controlled vowel sounds) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 20, SE/TE p. 294 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 308 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 22, SE/TE p. 322</p> <p><b>Word Building: Word Ladder</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 20, TE p. 294 Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 308 Lesson Plan: Teacher's Edition, Unit 5, Lesson 22, TE p. 322</p>

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### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell on-level words with inflectional endings:</p> <ol style="list-style-type: none"> <li>1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).</li> </ol>	<p><b>Word Study/Morphology: Inflectional Ending s</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 31</p> <p><b>Word Study/Morphology: Inflectional Ending s</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 31</p> <p><b>Word Study/Morphology: Inflectional Ending -ed</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 9, SE/TE p. 131</p> <p><b>Word Study/Morphology: Inflectional Ending -ed</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 131</p> <p><b>Word Study/Morphology: Inflectional Ending -ing</b> Student Edition &amp; Teacher's Edition, Unit 2, Lesson 10, SE/TE p. 145</p> <p><b>Word Study/Morphology: Inflectional Ending -ing</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 10, TE p. 145</p> <hr/> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Inflectional Ending s</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 32</p> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Inflectional Ending -ed</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 132</p> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Inflectional Ending -ing</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 10, TE p. 146</p> <hr/> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Ending s</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 32</p> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Ending -ed</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 9, TE p. 132</p> <p><b>Teacher Table Intervention: Word Study/Morphology: Inflectional Ending -ing</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 10, TE p. 146</p>

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### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell on-level words with inflectional endings:</p> <ol style="list-style-type: none"> <li>2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).</li> </ol>	<p><b>Word Study/Morphology: Plurals</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 17</p> <p><b>Word Study/Morphology: Plurals</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 17</p> <p><b>Word Study/Morphology: Plurals (Review)</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 73</p> <p><b>Word Study/Morphology: Plurals (Review)</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 73</p> <hr/> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Plurals</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 18</p> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Plurals (Review)</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 74</p> <hr/> <p><b>Teacher Table Intervention: Word Study/Morphology: Plurals</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 18</p> <p><b>Teacher Table Intervention: Word Study/Morphology: Plurals (Review)</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 74</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>b. With prompting and support, spell on-level words with inflectional endings:</p> <ol style="list-style-type: none"> <li>3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).</li> </ol>	<p><b>Word Study/Morphology: Comparatives and Superlatives (er, est)</b> (form compound words) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 261</p> <p><b>Word Study/Morphology: Comparatives and Superlatives (er, est)</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 261</p> <hr/> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Comparatives and Superlatives (er, est)</b> Teacher's Edition, Unit 4, Lesson 18, TE p. 262 Teacher's Edition, Unit 4, Lesson 18, TE p. 264</p> <hr/> <p><b>Teacher Table Intervention: Word Study/Morphology: Comparatives and Superlatives (er, est)</b> Teacher's Edition, Unit 4, Lesson 18, TE p. 262</p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. With prompting and support, spell on-level two-syllable words, including:</p> <ol style="list-style-type: none"> <li>1. Words that end in -y or -ly (e.g., smelly, gladly).</li> </ol>	<p><b>Word Study/Morphology: Suffixes (ly, y)</b> Student Edition &amp; Teacher's Edition, Unit 5, Lesson 23, SE/TE p. 333</p> <p><b>Word Study/Morphology: Suffixes (ly, y)</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 23, TE p. 333</p> <hr/> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Suffixes (ly, y)</b> Teacher's Edition, Unit 5, Lesson 23, TE p. 334 Teacher's Edition, Unit 5, Lesson 23, TE p. 336</p> <hr/> <p><b>Teacher Table Intervention: Word Study/Morphology: Suffixes (ly, y)</b> Teacher's Edition, Unit 5, Lesson 23, TE p. 334</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. With prompting and support, spell on-level two-syllable words, including:</p> <ol style="list-style-type: none"> <li>2. Common compound words (e.g., hotdog, mailbox).</li> </ol>	<p><b>Word Study/Morphology: Compound Words</b> Student Edition &amp; Teacher's Edition, Unit 4, Lesson 15, SE/TE p. 219 Student Edition &amp; Teacher's Edition, Unit 5, Lesson 24, SE/TE p. 347</p> <p><b>Word Study/Morphology: Compound Words</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 15, TE p. 219 Lesson Plan: Teacher's Edition, Unit 5, Lesson 24, TE p. 347</p> <hr/> <p><b>Word Study/Morphology: Transition to Longer Words</b> (form compound words) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 21, SE/TE p. 305</p> <p><b>Word Study/Morphology: Transition to Longer Words</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 21, TE p. 305</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. With prompting and support, spell on-level two-syllable words, including:</p> <ol style="list-style-type: none"> <li>3. Words with two closed syllables (e.g., rabbit, wagon).</li> </ol> <p style="text-align: right;"><i>continued</i></p>	<p><b>Word Study/Morphology: Transition to Longer Words</b> (muffin) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 25, SE/TE p. 361</p> <p><b>Word Study/Morphology: Transition to Longer Words</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 25, TE p. 361</p> <p><b>Word Study/Morphology: Transition to Longer Words</b> (number, sunset) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 27, SE/TE p. 389</p> <p style="text-align: right;"><i>continued</i></p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>c. With prompting and support, spell on-level two-syllable words, including:</p> <p>3. Words with two closed syllables (e.g., rabbit, wagon).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study/Morphology: Transition to Longer Words</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 27, TE p. 389</p> <p><b>Word Study/Morphology: Transition to Longer Words</b> (kitten) Student Edition &amp; Teacher's Edition, Unit 6, Lesson 29, SE/TE p. 419</p> <p><b>Word Study/Morphology: Transition to Longer Words</b> Lesson Plan: Teacher's Edition, Unit 6, Lesson 29, TE p. 419</p> <hr/> <p><b>High-Frequency Words: Read-Spell-Write</b> (better) Student Edition &amp; Teacher's Edition, Unit 5, Lesson 25, SE/TE p. 354</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 5, Lesson 25, TE p. 354</p> <hr/> <p><b>Sound-Spelling/Blending: Word Study/Morphology: Transition to Longer Words</b> (rabbit) Teacher's Edition, Unit 6, Lesson 28, TE p. 406</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <p>1. Irregular words (e.g., said, what, are, they, was).</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>High-Frequency Words: Read-Spell-Write</b> (what, this) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 24</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 24</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (said, there) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 110</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 110</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (they, too) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 10, SE/TE p. 138</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 10, TE p. 138</p> <p style="text-align: center;"><i>continued</i></p>

**WRITING STANDARDS: FOUNDATIONAL SKILLS**

**Spelling**

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <ol style="list-style-type: none"> <li>Irregular words (e.g., said, what, are, they, was).</li> </ol>	<p style="text-align: center;"><i>continued</i></p> <p><b>High-Frequency Words: Read-Spell-Write</b> (who, was) Student Edition &amp; Teacher's Edition, Unit 2, Lesson 11, SE/TE p. 152</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 2, Lesson 11, TE p. 152</p> <hr/> <p><b>High-Frequency Words: Word List</b> <b>Irregular High-Frequency Words</b> SadlierConnect.com, Level A, Overview, High-Frequency Words</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <ol style="list-style-type: none"> <li>Pattern based words (e.g., he, him, for, in, by, like).</li> </ol> <p style="text-align: center;"><i>continued</i></p>	<p><b>High-Frequency Words: Read-Spell-Write</b> (like) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 1, SE/TE p. 10</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 1, TE p. 10</p> <p><b>High-Frequency Words: Read-Spell-Write</b> (for) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 66</p> <p><b>High-Frequency Words: Read-Spell-Write</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 66</p> <hr/> <p><b>Dictation: Listen and Spell</b> (him) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 27</p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 2, TE p. 28</p> <hr/> <p><b>Word Building: Make New Words</b> (him) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 28</p> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 1, Lesson 2, SE/TE p. 28</p> <p><b>Word Building: Make New Words</b> (take/bake, like/bike, time/dime) Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 172</p> <p style="text-align: center;"><i>continued</i></p>

## WRITING STANDARDS: FOUNDATIONAL SKILLS

### Spelling

SPELLING INDICATOR	EXAMPLE CITATIONS
<p style="text-align: center;"><i>continued</i></p> <p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <p>2. Pattern based words (e.g., he, him, for, in, by, like).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Building: Make New Words</b> Student Edition &amp; Teacher's Edition, Unit 3, Lesson 12, SE/TE p. 172</p> <p><b>Word Building: Make New Words</b> (he/me/we/she) Student Edition &amp; Teacher's Edition, Unit 4, Lesson 14, SE/TE p. 202</p> <p><b>Word Building: Make New Words</b> Lesson Plan: Teacher's Edition, Unit 4, Lesson 14, TE p. 202</p> <hr/> <p><b>High-Frequency Words: Word List</b> <b>Decodable High-Frequency Words</b> (simple, complex, multisyllabic) SadlierConnect.com, Level A, Overview, High-Frequency Words</p>
<p>1.WF.3 Know and apply phonics and word analysis skills when encoding words.</p> <p>e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</p>	<p><b>Dictation: Listen and Spell</b> (connect each sound to a spelling) Student Edition &amp; Teacher's Edition, Unit 1, Lesson 5, SE/TE p. 69 Student Edition &amp; Teacher's Edition, Unit 2, Lesson 8, SE/TE p. 113 Student Edition &amp; Teacher's Edition, Unit 4, Lesson 18, SE/TE p. 257</p> <p><b>Dictation: Listen and Spell</b> Lesson Plan: Teacher's Edition, Unit 1, Lesson 5, TE p. 70 Lesson Plan: Teacher's Edition, Unit 2, Lesson 8, TE p. 114 Lesson Plan: Teacher's Edition, Unit 4, Lesson 18, TE p. 258</p>