

GRADE 1**English Language Arts Standards: Reading: Foundational Skills****Print Concepts****Phonological Awareness****Phonics and Word Recognition****Fluency**

STANDARD	PRINT	ELECTRONIC
Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.		
a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TE: Week 2: Watching the Storm, p. 80 TE: Week 14: Fishing With Grandad, p. 80 TE: Week 22: My Dad's Camera, p. 310 TE: Week 26: My Spider Pet, p. 80	TE: Week 9: Seven Big Machines, p. 285 TE: Week 11: Lunchtime in the Garden, p. 353 TE: Week 20: The Bungee Jump, p. 253 TE: Week 33: Grumpy Jock's Birthday, p. 299
Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
a) Distinguish long from short vowel sounds in spoken single syllable words.	TE: Week 4: Bear Cubs, p. 143 (short /u/) TE: Week 10: Baby Animals, p. 307, 311 (short /a/) TE: Week 20: Little Duck's Walk, p. 264 TE: Week 23: It's For You, p. 339 TE: Week 32: Snoopy the Snail, p. 249, 252 (long /a/) TE: Week 33: Great Big Spelling Problems, p. 281 (short /e/)	TE: Week 2: Watching the Storm, p. 81 TE: Week 11: Lunchtime in the Garden, p. 347 TE: Week 21: Yummy in My Tummy, p. 277 (short vowels) TE: Week 33: Grumpy Jock's Birthday, p. 295 (short vowels)
b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TE: Week 2: Watching the Storm, p. 86 TE: Week 12: The Lucky Grub, p. 371 TE: Week 15: Brian, My Friend, p. 101, 109 TE: Week 22: My Dad's Camera, p. 307 TE: Week 27: I Like Spinach, p. 124 TE: Week 34: My Neighborhood, p. 315	TE: Week 2: Watching the Storm, p. 69, 73 TE: Week 11: Zolar and Zina Love to Read, p. 327 TE: Week 20: The Bungee Jump, p. 241, p. 245 TE: Week 30: Tricked You, p. 187, 191
c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.	TE: Week 9: I Do Not Like Beans for Dinner, p. 296 TE: Week 14: Fishing with Grandad, p. 73 TE: Week 24: The Roller Coaster Ride, p. 382 TE: Week 34: My Neighborhood, p. 311	TE: Week 15: Prue Looks Like Sue, p. 120 TE: Week 24: Ooh! Aah!, p. 358
d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TE: Week 6: Who Is Like Me?, p. 191 (/d/ endings) TE: Week 12: The Lucky Grub, p. 367, 371 TE: Week 14: Fishing with Grandad, p. 73 TE: Week 21: Yummy in My Tummy, p. 273, 285 TE: Week 24: Ooh! Aah!, 363	TE: Week 6: Who is Like Me?, p. 191 TE: Week 12: The Lucky Grub, p. 367 TE: Week 21: Yummy in My Tummy, p. 273 TE: Week 24: Ooh! Aah!, p. 359, 363 TE: Week 35: Strawberries for Katinka, p. 327
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Know the spelling-sound correspondences for common consonant digraphs	TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195	TE: Week 15: Brian My Friend, p. 105, 109 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 18: What Shall We Call the Kitten?, p. 187 Week 18: Zolar and the Children, p. 191, 195

	TE: Week 23: It's For You, p. 327	TE: Week 23: It's For You, p. 327
b) Decode regularly spelled one syllable words.	TE: Week 2: Watching the Storm, p. 77 TE: Week 12: The Lucky Grub, p. 359 TE: Week 15: Brian, My Friend, p. 100, 101, 113 TE: Week 20: The Bungee Jump, p. 247, 249, 251 TE: Week 27: The Sox Fox, p. 100, 101, 109 TE: Week 33: Great Big Spelling Problems, p. 281	TE: Week 2: Watching the Storm, p. 77 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 15: Brian my Friend, p. 109 TE: Week 20: The Bungee Jump, p. 245 TE: Week 33: Great Big Spelling Problems, p. 277
c) Know final -e and common vowel team conventions for representing long vowel sounds.	TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Prue Looks Like Sue, p. 120 TE: Week 16: This Is My Head, p. 145 TE: Week 21: Yummy in My Tummy, p. 277	TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 14: Fishing with Grandad, p. 73, 81 TE: Week 15: Brian my Friend, p. 109 TE: Week 19: Mama and Daddy, p. 225 TE: Week 21: Yummy in My Tummy, p. 277 TE: Week 24: The Roller Coaster Ride, p. 381 TE: Week 31: Nothing Ever Happens, p. 264
d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TE: Week 24: Ooh! Aah!, p. 367 TE: Week 28: My Big Sister's Computer, p. 135	TE: Week 22: My Dad's Camera, p. 303 TE: Week 28: My Big Sister's Computer, p. 135
e) Decode two-syllable words following basic patterns by breaking the words into syllables.	TE: Week 5: Listen to the Egg, p. 167 TE: Week 16: This Is My Head, p. 136 TE: Week 23: The Worst Haircut in the World, p. 350 (compound words) TE: Week 33: Great Big Spelling Problems, p. 274	TE: Week 5: Listen to the Egg, p. 167 TE: Week 24: Ooh! Aah!, p. 367 TE: Week 33: Great Big Spelling Problems, p. 281, 282 TE: Week 36: The Boy Who Wanted to be Someone, p. 383
f) Read words with inflectional endings.	TE: Week 6: Who Is Like Me?, p. 187 TE: Week 8: Sarah Loves to Dance, p. 261 TE: Prue Looks Like Sue, p. 124, 126 TE: Week 20: The Bungee Jump, p. 240, 241, 246, 258 TE: Week 27: The Sox Fox, p. 100 TE: Week 33: Great Big Spelling Problems, p. 258	TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 10: Baby Animals, p. 315 TE: Week 21: Yummy in my Tummy, p. 282, 285 TE: Week 27: I Like Spinach, p. 125 TE: Week 29: My Dad's a Jogger, p. 159 TE: Week 35: Strawberries for Katinka, p. 331
g. Recognize and read grade-appropriate irregularly spelled words.	TE: Week 9: Seven Big Machines, p. 281, 282 TE: Week 11: Lunchtime in the Garden, p. 346 TE: Week 14: Fishing with Grandad, p. 80, 83 TE: Week 18: Zolar and the Children, p. 193, 199 TE: Week 26: My Spider Pet, p. 68 TE: Week 32: Snoopy the Snail, p. 251, 254	TE: Week 9: Seven Big Machines, p. 281, 282 TE: Week 15: Prue Looks Like Sue, p. 123 TE: Week 27: The Sox Fox, p. 109 TE: Week 30: The Secret in the Box, p. 209
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding	TE: Week 2: Watching the Storm, p. 69, 74, 80 TE: Week 12: Billy and the Basketball, p. 384	TE: Week 2: Puppy Playtime, p. 88, 89, 94 TE: Week 12: Billy and the Basketball, p. 378, 379, 384 TE: Week 29: My Dad's a Jogger, p. 154,

	<p>TE: Week 15: Brian My friend, p. 101, 102, 106, 110</p> <p>TE: Week 26: My Big Sister’s Computer, p. 142, 145, 148</p> <p>TE: Week 30: Tricked You!, p. 205</p> <p>TE: Week 34: My Neighborhood, p. 314</p>	<p>155, 158</p> <p>TE: Week 36: Tricking Travis, p. 358, 359, 362, 370</p>
<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>TE: Week 12: Billy and the Basketball, p. 384</p> <p>TE: Week 20: The Bungee Jump, p. 246, 248, 252</p> <p>TE: Week 27: I Like Spinach, p. 126</p> <p>TE: Week 27: The Sox Fox, p. 112</p>	<p>TE: Week 5: Listen to the Egg, p. 166</p> <p>TE: Week 12: Billy and the Basketball, p. 384</p> <p>TE: Week 24: Ooh! Aah!, p. 370</p> <p>TE: Week 30: Tricked You!, p. 198</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TE: Week 4: Bear Cubs, p. 139</p> <p>TE: Week 29: My Dad’s a Jogger, p. 158, 167</p> <p>TE: Week 34: My Neighborhood, p. 315</p>	<p>TE: Week 4: Bear Cubs, p. 139</p> <p>TE: Week 16: This Is My Head, p. 139</p> <p>TE: Week 27: The Sox Fox, p. 100, 101</p> <p>TE: Week 33: Great Big Spelling Problems, p. 272, 273</p>