

From Phonics to Reading

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 1

Grade 1



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Unit 1: Short Vowels with Single Consonants

Lesson 1 Short a—pp. 9–22

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 2 Short i—pp. 23–36

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 3 Short o—pp. 37–50

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 4 Short u—pp. 51–64

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 5 Short e—pp. 65–78

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

1LA.C.20
demonstrate understanding of the organization and basic features of print

1LA.C.20.a
recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

1LA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1LA.C.21.a
distinguish long from short vowel sounds in spoken single-syllable words

1LA.C.21.b
orally produce single-syllable words by blending sounds (phonemes), including consonant blends

1LA.C.21.c
isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

1LA.C.21.d
segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

1LA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

1LA.C.22.b
decode regularly spelled one-syllable words

1LA.C.22.c
know final -e and common vowel team conventions for representing long vowel sounds

1LA.C.22.d
use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

1LA.C.22.f
read words with inflectional endings

1LA.C.23
read with sufficient accuracy and fluency to support comprehension

1LA.C.23.a
read on-level text with purpose and understanding

1LA.C.23.b
read on-level text orally with accuracy, appropriate rate, and expression on successive readings

1LA.C.23.c
use context to confirm or self-correct word recognition and understanding, rereading as necessary

1LA.C.23.d
read grade-appropriate irregularly spelled words

1LA.C.23.e
read common sight words

ELAGSE1RF1
Demonstrate understanding of the organization and basic features of print.

ELAGSE1RF1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELAGSE1RF2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSE1RF2.a
Distinguish long from short vowel sounds in spoken single-syllable words.

ELAGSE1RF2.b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ELAGSE1RF2.c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

ELAGSE1RF2.d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELAGSE1RF3
Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE1RF3.b
Decode regularly spelled one-syllable words.

ELAGSE1RF3.c
Know final -e and common vowel team conventions for representing long vowel sounds.

ELAGSE1RF3.d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELAGSE1RF3.f
Read words with inflectional endings.

ELAGSE1RF4
Read with sufficient accuracy and fluency to support comprehension.

ELAGSE1RF4.a
Read on-level text with purpose and understanding.

ELAGSE1RF4.b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE1RF4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE1RF4.d
Read grade-appropriate irregularly spelled word.

Unit 2: Short Vowels with Blends and Digraphs

Lesson 6 l-Blends—pp. 81–94

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 7 s-Blends—pp. 95–108

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 8 r-Blends—pp. 109–122

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 9 Digraphs sh, th—pp. 123–136

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Lesson 10 Digraphs ch, tch, wh—pp. 137–150

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 11 Digraphs ng, nk—pp. 151–164

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

1LA.C.20
demonstrate understanding of the organization and basic features of print

1LA.C.20.a
recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

1LA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1LA.C.21.b
orally produce single-syllable words by blending sounds (phonemes), including consonant blends

1LA.C.21.c
isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

1LA.C.21.d
segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

1LA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

1LA.C.22.a
know the spelling-sound correspondences for common consonant digraphs

1LA.C.22.b
decode regularly spelled one-syllable words

1LA.C.22.c
know final -e and common vowel team conventions for representing long vowel sounds

1LA.C.22.d
use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

1LA.C.22.e
decode two-syllable words following basic patterns by breaking the words into syllables

1LA.C.22.f
read words with inflectional endings

1LA.C.23
read with sufficient accuracy and fluency to support comprehension

1LA.C.23.a
read on-level text with purpose and understanding

1LA.C.23.b
read on-level text orally with accuracy, appropriate rate, and expression on successive readings

1LA.C.23.c
use context to confirm or self-correct word recognition and understanding, rereading as necessary

1LA.C.23.d
read grade-appropriate irregularly spelled words

1LA.C.23.e
read common sight words

ELAGSE1RF1
Demonstrate understanding of the organization and basic features of print.

ELAGSE1RF1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELAGSE1RF2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSE1RF2.b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ELAGSE1RF2.c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

ELAGSE1RF2.d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELAGSE1RF3
Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE1RF3.a
Know the spelling-sound correspondences for common consonant digraphs.

ELAGSE1RF3.b
Decode regularly spelled one-syllable words.

ELAGSE1RF3.c
Know final -e and common vowel team conventions for representing long vowel sounds.

ELAGSE1RF3.d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELAGSE1RF3.e
Decode two-syllable words following basic patterns by breaking the words into syllables.

ELAGSE1RF3.f
Read words with inflectional endings.

ELAGSE1RF4
Read with sufficient accuracy and fluency to support comprehension.

ELAGSE1RF4.a
Read on-level text with purpose and understanding.

ELAGSE1RF4.b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE1RF4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE1RF4.d
Read grade-appropriate irregularly spelled word.
n/a

Unit 3: Final e

Lesson 12 a_e, i_e—pp. 167–180

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 13 o_e, u_e, e_e—pp. 181–196

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

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demonstrate understanding of the organization and basic features of print

1LA.C.20.a
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1LA.C.21.a
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Demonstrate understanding of the organization and basic features of print.

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Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSE1RF2.a
Distinguish long from short vowel sounds in spoken single-syllable words.

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Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ELAGSE1RF2.c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

ELAGSE1RF2.d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELAGSE1RF3
Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE1RF3.b
Decode regularly spelled one-syllable words.

ELAGSE1RF3.c
Know final -e and common vowel team conventions for representing long vowel sounds.

ELAGSE1RF3.d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELAGSE1RF3.e
Decode two-syllable words following basic patterns by breaking the words into syllables.

ELAGSE1RF3.f
Read words with inflectional endings.

ELAGSE1RF4
Read with sufficient accuracy and fluency to support comprehension.

ELAGSE1RF4.a
Read on-level text with purpose and understanding.

ELAGSE1RF4.b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE1RF4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE1RF4.d
Read grade-appropriate irregularly spelled word.

Unit 4: Long Vowels

Lesson 14 Single Letter Long Vowels e, i, o—pp. 197–210
High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 15 Long a (ai, ay)—pp. 211–224
High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 16 Long e (ee, ea)—pp. 225–238
High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 17 Long o (oa, ow)—pp. 239–252
High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 18 Long i (y, igh)—pp. 253–266
High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 19 Long u (u, ew, ue)—pp. 267–280
High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

1LA.C.20
demonstrate understanding of the organization and basic features of print

1LA.C.20.a
recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

1LA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1LA.C.21.a
distinguish long from short vowel sounds in spoken single-syllable words

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orally produce single-syllable words by blending sounds (phonemes), including consonant blends

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isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

1LA.C.21.d
segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

1LA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

1LA.C.22.b
decode regularly spelled one-syllable words

1LA.C.22.c
know final -e and common vowel team conventions for representing long vowel sounds

1LA.C.22.d
use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

1LA.C.22.e
decode two-syllable words following basic patterns by breaking the words into syllables

1LA.C.23
read with sufficient accuracy and fluency to support comprehension

1LA.C.23.a
read on-level text with purpose and understanding

1LA.C.23.b
read on-level text orally with accuracy, appropriate rate, and expression on successive readings

1LA.C.23.c
use context to confirm or self-correct word recognition and understanding, rereading as necessary

1LA.C.23.d
read grade-appropriate irregularly spelled words

1LA.C.23.e
read common sight words

ELAGSE1RF1
Demonstrate understanding of the organization and basic features of print.

ELAGSE1RF1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELAGSE1RF2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSE1RF2.a
Distinguish long from short vowel sounds in spoken single-syllable words.

ELAGSE1RF2.b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ELAGSE1RF2.c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

ELAGSE1RF2.d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELAGSE1RF3
Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE1RF3.b
Decode regularly spelled one-syllable words.

ELAGSE1RF3.c
Know final -e and common vowel team conventions for representing long vowel sounds.

ELAGSE1RF3.d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELAGSE1RF3.e
Decode two-syllable words following basic patterns by breaking the words into syllables.

ELAGSE1RF4
Read with sufficient accuracy and fluency to support comprehension.

ELAGSE1RF4.a
Read on-level text with purpose and understanding.

ELAGSE1RF4.b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE1RF4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE1RF4.d
Read grade-appropriate irregularly spelled word.

Unit 5: r-Controlled Vowels, Complex Vowels, and Diphthongs

<p>Lesson 20 r-Controlled ar—pp. 283–296 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p> <p>Lesson 21 r-Controlled er, ir, ur—pp. 297–310 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p> <p>Lesson 22 r-Controlled or, ore, oar—pp. 311–324 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p> <p>Lesson 23 Short oo, Long oo (oo, ou, ew, ue, u_e)—pp. 325–338 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p> <p>Lesson 24 Diphthong /ou/ (ou, ow)—pp. 339–352 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p> <p>Lesson 25 Diphthong /oi/ (oi, oy)—pp. 353–366 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p> <p>Lesson 26 Complex Vowel /ô/ [au, aw, a(lk), a(lt), a(l)]—pp. 367–380 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p> <p>Lesson 27 r-Controlled are, air, ear—pp. 381–394 High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment</p>	<p>1LA.C.20 demonstrate understanding of the organization and basic features of print</p> <p>1LA.C.20.a recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p>1LA.C.21 demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>1LA.C.21.b orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>1LA.C.21.c isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p> <p>1LA.C.21.d segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p>1LA.C.22 know and apply grade-level phonics and word analysis skills in decoding words</p> <p>1LA.C.22.b decode regularly spelled one-syllable words</p> <p>1LA.C.22.c know final -e and common vowel team conventions for representing long vowel sounds</p> <p>1LA.C.22.d use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>1LA.C.22.e decode two-syllable words following basic patterns by breaking the words into syllables</p> <p>1LA.C.22.f read words with inflectional endings</p> <p>1LA.C.23 read with sufficient accuracy and fluency to support comprehension</p> <p>1LA.C.23.a read on-level text with purpose and understanding</p> <p>1LA.C.23.b read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.C.23.d read grade-appropriate irregularly spelled words</p> <p>1LA.C.23.e read common sight words</p>	<p>ELAGSE1RF1 Demonstrate understanding of the organization and basic features of print.</p> <p>ELAGSE1RF1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>ELAGSE1RF2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>ELAGSE1RF2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>ELAGSE1RF2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>ELAGSE1RF3.b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1RF3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>ELAGSE1RF3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>ELAGSE1RF3.e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>ELAGSE1RF3.f Read words with inflectional endings.</p> <p>ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>ELAGSE1RF4.a Read on-level text with purpose and understanding.</p> <p>ELAGSE1RF4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1RF4.d Read grade-appropriate irregularly spelled word.</p>
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Unit 6: More Long Vowel Spellings

Lesson 28 Long i and Long o [i(l)d, i(nd), o(l)d)]—pp. 397–410

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 29 Long i and Long o (ie, oe)—pp. 411–424

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

Lesson 30 Long e (y, ey, ie)—pp. 425–438

High-Frequency Words • Spell and Write • Word Study • Connected Text • Take-Home Book • Cumulative Assessment

1LA.C.20
demonstrate understanding of the organization and basic features of print

1LA.C.20.a
recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

1LA.C.21
demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1LA.C.21.a
distinguish long from short vowel sounds in spoken single-syllable words

1LA.C.21.b
orally produce single-syllable words by blending sounds (phonemes), including consonant blends

1LA.C.21.c
isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

1LA.C.21.d
segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

1LA.C.22
know and apply grade-level phonics and word analysis skills in decoding words

1LA.C.22.b
decode regularly spelled one-syllable words

1LA.C.22.c
know final -e and common vowel team conventions for representing long vowel sounds

1LA.C.22.d
use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

1LA.C.22.e
decode two-syllable words following basic patterns by breaking the words into syllables

1LA.C.23
read with sufficient accuracy and fluency to support comprehension

1LA.C.23.a
read on-level text with purpose and understanding

1LA.C.23.b
read on-level text orally with accuracy, appropriate rate, and expression on successive readings

1LA.C.23.c
use context to confirm or self-correct word recognition and understanding, rereading as necessary

1LA.C.23.d
read grade-appropriate irregularly spelled words

1LA.C.23.e
read common sight words

ELAGSE1RF1
Demonstrate understanding of the organization and basic features of print.

ELAGSE1RF1.a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELAGSE1RF2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSE1RF2.a
Distinguish long from short vowel sounds in spoken single-syllable words.

ELAGSE1RF2.b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ELAGSE1RF2.c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

ELAGSE1RF2.d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELAGSE1RF3
Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE1RF3.b
Decode regularly spelled one-syllable words.

ELAGSE1RF3.c
Know final -e and common vowel team conventions for representing long vowel sounds.

ELAGSE1RF3.d
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELAGSE1RF3.e
Decode two-syllable words following basic patterns by breaking the words into syllables.

ELAGSE1RF4
Read with sufficient accuracy and fluency to support comprehension.

ELAGSE1RF4.a
Read on-level text with purpose and understanding.

ELAGSE1RF4.b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE1RF4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE1RF4.d
Read grade-appropriate irregularly spelled word.