

Sadlier *Phonics*

Grade 1 / Level A



Aligned to

Scott Foresman *Reading Street*

Grade 1

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Scott Foresman <i>Reading Street</i> , Grade 1 — Readiness			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
R-1	"Sam"	Consonant <i>m/m/</i> ; Consonant <i>s, ss/s/, t/t/</i>	<p>Lesson 1: Literature Introduction to Consonant Sounds (identify words and build vocabulary; produce rhyming words; associate consonants with their sounds)—pp. 5-6</p> <p>Lesson 3: Initial /m/ Mm (match initial sounds; recognize initial /m/; recognize that Mm stands for /m/; print m)—p. 8</p> <p>Lesson 4: Initial /s/ Ss (match initial sounds; recognize initial /s/; recognize that Ss stands for /s/; print s)—p. 9</p> <p>Lesson 5: Final /f/ f, /m/ m, /s/ Ss (match final sounds; recognize final /f/, /m/, /s/; recognize that f stands for /f/, that m stands for /m/, and that s stands for /s/; print f, m, s to complete words)—p. 10</p> <p>Lesson 6: Initial /t/ Tt (identify and isolate initial sounds; recognize initial /t/; recognize that Tt stands for /t/; print t to complete words)—p. 11</p> <p>Lesson 9: Final /t/ t, /b/ b (match final sounds; recognize final /t/ and /b/; recognize that t stands for /t/ and b stands for /b/; print final t and b to complete words)—p. 14</p> <p>Lesson 10: Initial f, m, s, t, h, b (identify initial and final f, m, s, t, h, b; print f, m, s, t, h, b to complete words)—pp. 16-17</p> <p>Lesson 31: Final /f/ ff, /s/ ss, /t/ tt, /l/ ll, /d/ dd, /g/ gg, /z/ zz (identify and isolate final sounds; recognize final /f/, /s/, /t/, /l/, /d/, /g/, /z/; recognize that ff stands for /f/, that ss stands for /s/, that tt stands for /t/, that ll stands for /l/, that dd stands for /d/, that gg stands for /g/, and zz stands for /z/; print ff, ss, tt, ll, dd, gg, zz to complete words)—pp. 39-40</p> <p>Lesson 34: Learn About Celebrations (read and discuss nonfiction text; compare and contrast; demonstrate recognition of initial, final, and medial consonant sounds)—p. 45</p> <p>Lesson 35: Writing Consonants in Context (write initial or final consonants to complete words; complete words in response to a picture prompt)—p. 46</p> <p>Lesson 36: Assessing Initial, Final, and Medial Consonants (recognize initial, medial, and final consonants; print initial, medial, and final consonants to complete words)—pp. 47-48</p> <p>Lesson 37: Take-Home Book: "I Love Parades" (listen and respond to a story; identify and name initial, final, and medial consonants; understand sequence of events; recognize singulars and plurals)—pp. 49-50</p>
		Short <i>a</i> : a	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 39: Phonemic Awareness a (match medial sounds; recognize the sound of short a; distinguish between short a words and other words)—pp. 53-54</p> <p>Lesson 40: Blending with Short a (blend phonemes in a CVC word; blend CVC words with short a; identify and write CVC words with short a)—pp. 55-56</p> <p>Lesson 41: Onsets with Short a Rimes (distinguish rhyming words from non-rhyming words; recognize short a phonograms; blend onsets with short a rimes to read nonsense words and real words)—pp. 57-58</p> <p>Lesson 42: Short a (identify and blend onsets and rimes in spoken one-syllable words; read words and word families by blending onsets and short a rimes; recognize short a words)—pp. 59-60</p> <p>Lesson 43: Short a Reader (read short a words and high-frequency words in context; read the story fluently; recall details)—pp. 61-62</p> <p>Lesson 44: Short a in Context (count words in a spoken sentence; complete sentences by writing short a words; recognize short a words in context)—pp. 63-64</p>

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			<p>Lesson 45: Reading/Writing Short a in Context (recognize and read short a in words; use short a words in writing)—pp. 65-66</p> <p>Lesson 46: Reviewing and Assessing Short a (review short a words; identify and write short a words)—pp. 67-68</p> <p>Lesson 64: Assessing Short o • Reviewing and Assessing Short a, i, o (identify and complete CVC words with short o; review short a, i, o words)—pp. 103-104</p> <p>Lesson 65: Assessing Short a, i, o (read words with short a, i, o; write words with short a, i, o)—pp. 105-106</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
R-2	"Snap"	Consonant c/k; Consonant p/p/; Consonant n/n/	<p>Lesson 1: Literature Introduction to Consonant Sounds (identify words and build vocabulary; produce rhyming words; associate consonants with their sounds)—pp. 5-6</p> <p>Lesson 13: Initial /k/ Cc (add initial sounds; recognize initial /k/; recognize that Cc stands for /k/; print c to complete words)—p. 19</p> <p>Lesson 15: Initial /n/ Nn (segment and identify onsets and rimes; recognize initial /n/; recognize that Nn stands for /n/; print n to complete words)—p. 21</p> <p>Lesson 18: Final /n/ n, /g/ g (identify and isolate final sounds; recognize final /n/ and /g/; recognize that n stands for /n/ and g stands for /g/; print n and g to complete words)—p. 24</p> <p>Lesson 19: Assessing Initial and Final Consonants l, d, c, n, g, w (recognize initial or final l, d, c, n, g, W; print initial or final l, d, c, n, g, W to complete words)—pp. 25-26</p> <p>Lesson 20: Initial /p/ Pp (add initial sounds; recognize initial /p/; recognize that Pp stands for /p/; print p to complete words)—pp. 27-28</p> <p>Lesson 23: Final /p/ p, /r/ r, /k/ k (identify and isolate final sounds; recognize final /p/, /r/, /k/; recognize that p stands for /p/, r stands for /r/, and k stands for /k/; print p, r, k to complete words)—p. 30</p> <p>Lesson 30: Assessing Initial and Final Consonants p, r, k, j, q(u), v, x, y, z (recognize initial or final p, r, k, j, q(u), v, x, y, z; print initial or final p, r, k, j, q(u), v, x, y, z to complete words)—pp. 37-38</p> <p>Lesson 34: Learn About Celebrations (read and discuss nonfiction text; compare and contrast; demonstrate recognition of initial, final, and medial consonant sounds)—p. 45</p> <p>Lesson 35: Writing Consonants in Context (write initial or final consonants to complete words; complete words in response to a picture prompt)—p. 46</p> <p>Lesson 36: Assessing Initial, Final, and Medial Consonants (recognize initial, medial, and final consonants; print initial, medial, and final consonants to complete words)—pp. 47-48</p> <p>Lesson 37: Take-Home Book: "I Love Parades" (listen and respond to a story; identify and name initial, final, and medial consonants; understand sequence of events; recognize singulars and plurals)—pp. 49-50</p>

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R-3	"Tip and Tam"	Consonant f , ff / f /; Consonant b / b /; Consonant g / g /	<p>Lesson 1: Literature Introduction to Consonant Sounds (identify words and build vocabulary; produce rhyming words; associate consonants with their sounds)—pp. 5-6</p> <p>Lesson 2: Initial /f/ Ff (match initial sounds; recognize initial /f/; recognize that Ff stands for /f/; print f to complete words)—p. 7</p> <p>Lesson 5: Final /f/ f, /m/ m, /s/ Ss (match final sounds; recognize final /f/, /m/, /s/; recognize that f stands for /f/, that m stands for /m/, and that s stands for /s/; print f, m, s to complete words)—p. 10</p> <p>Lesson 8: Initial /b/ Bb (recognize alliteration; recognize initial /b/; recognize that Bb stands for /b/; print b to complete words)—p. 13</p> <p>Lesson 9: Final /t/ t, /b/ b (match final sounds; recognize final /t/ and /b/; recognize that t stands for /t/ and b stands for /b/; print final t and b to complete words)—p. 14</p> <p>Lesson 10: Initial f, m, s, t, h, b (identify initial and final f, m, s, t, h, b; print f, m, s, t, h, b to complete words)—pp. 16-17</p> <p>Lesson 16: Initial /g/ Gg (add initial sounds; recognize initial /g/; recognize that Gg stands for /g/; print g to complete words)—p. 22</p> <p>Lesson 18: Final /n/ n, /g/ g (identify and isolate final sounds; recognize final /n/ and /g/; recognize that n stands for /n/ and g stands for /g/; print n and g to complete words)—p. 24</p> <p>Lesson 19: Assessing Initial and Final Consonants l, d, c, n, g, w (recognize initial or final l, d, c, n, g, W; print initial or final l, d, c, n, g, W to complete words)—pp. 25-26</p> <p>Lesson 31: Final /f/ ff, /s/ ss, /t/ tt, /l/ ll, /d/ dd, /g/ gg, /z/ zz (identify and isolate final sounds; recognize final /f/, /s/, /t/, /l/, /d/, /g/, /z/; recognize that ff stands for /f/, that ss stands for /s/, that tt stands for /t/, that ll stands for /l/, that dd stands for /d/, that gg stands for /g/, and zz stands for /z/; print ff, ss, tt, ll, dd, gg, zz to complete words)—pp. 39-40</p> <p>Lesson 34: Learn About Celebrations (read and discuss nonfiction text; compare and contrast; demonstrate recognition of initial, final, and medial consonant sounds)—p. 45</p> <p>Lesson 35: Writing Consonants in Context (write initial or final consonants to complete words; complete words in response to a picture prompt)—p. 46</p> <p>Lesson 36: Assessing Initial, Final, and Medial Consonants (recognize initial, medial, and final consonants; print initial, medial, and final consonants to complete words)—pp. 47-48</p> <p>Lesson 37: Take-Home Book: "I Love Parades" (listen and respond to a story; identify and name initial, final, and medial consonants; understand sequence of events; recognize singulars and plurals)—pp. 49-50</p>
		Short i : i	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 47: Phonemic Awareness i (match medial sounds; recognize the sound of short i; discriminate between short i words and other word)—pp. 69-70</p> <p>Lesson 48: Blending with Short i (substitute final sounds in a CVC word; distinguish between vowels and consonants; blend CVC words with short i; identify and write CVC words with short i)—pp. 71-72</p> <p>Lesson 49: Onsets with Short i Rimes (distinguish rhyming words from non-rhyming words; recognize short i phonograms; blend onsets with short vowel i rimes)—pp. 73-74</p> <p>Lesson 50: Short i (identify and blend onsets and rimes in spoken one-syllable words; read words and word families by blending onsets and short i rimes; recognize short i words)—pp. 75-76</p>

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			<p>Lesson 51: Writing Short i Words (delete initial sounds to create new words; recognize short i words; write short i words)—pp. 77-78</p> <p>Lesson 52: Short i Reader (identify words and sentences; read short i words and high-frequency words in context; read a story fluently, using phonic and context clues to self-correct; identify problem/solution)—pp. 79-80</p> <p>Lesson 53: Short i in Context (count phonemes in a word; complete sentences by writing short i words; recognize short i words in context)—pp. 81-82</p> <p>Lesson 54: Reading/Writing Short i in Context (recognize and read short vowel i in words; use short vowel i words in writing)—pp. 83-84</p> <p>Lesson 55: Assessing Short I • Reviewing Short a and i (identify and complete words with short i; review short a and short i words)—pp. 85-86</p> <p>Lesson 64: Assessing Short o • Reviewing and Assessing Short a, i, o (identify and complete CVC words with short o; review short a, i, o words)—pp. 103-104</p> <p>Lesson 65: Assessing Short a, i, o (read words with short a, i, o; write words with short a, i, o)—pp. 105-106</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
R-4	"The Big Top"	Consonant <i>d/d/</i> ; Consonant <i>l, ll /l/</i> ; Consonant <i>h/h/</i>	<p>Lesson 1: Literature Introduction to Consonant Sounds (identify words and build vocabulary; produce rhyming words; associate consonants with their sounds)—pp. 5-6</p> <p>Lesson 7: Initial /h/ Hh (identify and isolate initial sounds; recognize initial /h/; recognize that Hh stands for /h/; print h to complete words)—p. 12</p> <p>Lesson 11: Initial /l/ Ll (recognize initial /l/; recognize that Ll stands for /l/; print l to complete words)—p. 17</p> <p>Lesson 12: Initial /d/ Dd (segment and identify onsets and rimes; recognize initial /d/; recognize that Dd stands for /d/; print d to complete words)—p. 18</p> <p>Lesson 14: Final /l/ l, /d/ d (identify and isolate final sounds; recognize final /l/ and /d/; recognize that l stands for /l/ and d stands for /d/; print l and d to complete words)—p. 20</p> <p>Lesson 19: Assessing Initial and Final Consonants l, d, c, n, g, w (recognize initial or final l, d, c, n, g, W; print initial or final l, d, c, n, g, W to complete words)—pp. 25-26</p> <p>Lesson 31: Final /f/ ff, /s/ ss, /t/ tt, /l/ ll, /d/ dd, /g/ gg, /z/ zz (identify and isolate final sounds; recognize final /f/, /s/, /t/, /l/, /d/, /g/, /z/; recognize that ff stands for /f/, that ss stands for /s/, that tt stands for /t/, that ll stands for /l/, that dd stands for /d/, that gg stands for /g/, and zz stands for /z/; print ff, ss, tt, ll, dd, gg, zz to complete words)—pp. 39-40</p> <p>Lesson 34: Learn About Celebrations (read and discuss nonfiction text; compare and contrast; demonstrate recognition of initial, final, and medial consonant sounds)—p. 45</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 35: Writing Consonants in Context (write initial or final consonants to complete words; complete words in response to a picture prompt)—p. 46</p> <p>Lesson 36: Assessing Initial, Final, and Medial Consonants (recognize initial, medial, and final consonants; print initial, medial, and final consonants to complete words)—pp. 47-48</p> <p>Lesson 37: Take-Home Book: "I Love Parades" (listen and respond to a story; identify and name initial, final, and medial consonants; understand sequence of events; recognize singulars and plurals)—pp. 49-50</p>
		Short o: o	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 56: Phonemic Awareness o (match medial sounds; recognize the sound of short a; discriminate between short a words and other words)—pp. 87-88</p> <p>Lesson 57: Blending with Short o (blend phonemes in a eve word; blend eve words with short a; identify and write eve words with short a)—pp. 89-90</p> <p>Lesson 58: Onsets with Short o Rimes (substitute initial sounds; recognize short o phonograms; blend onsets with short o rimes to read nonsense words and real words)—pp. 91-92</p> <p>Lesson 59: Short o (identify and blend onsets and rimes in spoken one-syllable words; read words and word families by blending onsets and short o rimes; build short o word families)—pp. 93-94</p> <p>Lesson 60: Writing Short o Words (blend phonemes in a word; recognize short o words; write short o words)—pp. 95-96</p> <p>Lesson 61: Short o Reader (identify words and sentences; read short o words and high-frequency words in context; read the story fluently, using phonics and context clues to self-correct; summarize)—pp. 97-98</p> <p>Lesson 62: Short o in Context (match words; complete sentences by writing short o words; recognize short o words in context)—pp. 99-100</p> <p>Lesson 63: Reading/Writing Short o in Context (recognize and read short vowel o in words; use short vowel o words in writing)—pp. 101-102</p> <p>Lesson 64: Assessing Short o • Reviewing and Assessing Short a, i, o (identify and complete CVC words with short o; review short a, i, o words)—pp. 103-104</p> <p>Lesson 65: Assessing Short a, i, o (read words with short a, i, o; write words with short a, i, o)—pp. 105-106</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
R-5	"School Day"	Consonant r/r/; Consonant w/w/; Consonant j/j/; Consonant k/k/	Lesson 1: Literature Introduction to Consonant Sounds (identify words and build vocabulary; produce rhyming words; associate consonants with their sounds)—pp. 5-6

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			<p>Lesson 17: Initial /w/ Ww (recognize alliteration; recognize initial /w/; recognize that Ww stands for /w/; print w to complete words)—p. 23</p> <p>Lesson 19: Assessing Initial and Final Consonants l, d, c, n, g, w (recognize initial or final l, d, c, n, g, W; print initial or final l, d, c, n, g, W to complete words)—pp. 25-26</p> <p>Lesson 21: Initial /r/ Rr (use nonsense and word play; recognize initial /r/; recognize that Rr stands for /r/; print r to complete words)—p. 28</p> <p>Lesson 22: Initial /k/ Kk (use nonsense and word play; recognize initial /k/; recognize that Kk stands for /k/; print k to complete words)—p. 29</p> <p>Lesson 23: Final /p/ p, /r/ r, /k/ k (identify and isolate final sounds; recognize final /p/, /r/, /k/; recognize that p stands for /p/, r stands for /r/, and k stands for /k/; print p, r, k to complete words)—p. 30</p> <p>Lesson 24: Initial /j/ Jj (segment and identify onsets and rimes; recognize initial /j/; recognize that Jj stands for /j/; print j to complete words)—p. 31</p> <p>Lesson 30: Assessing Initial and Final Consonants p, r, k, j, q(u), v, x, y, z (recognize initial or final p, r, k, j, q(u), v, x, y, z; print initial or final p, r, k, j, q(u), v, x, y, z to complete words)—pp. 37-38</p> <p>Lesson 31: Final /f/ ff, /s/ ss, /t/ tt, /l/ ll, /d/ dd, /g/ gg, /z/ zz (identify and isolate final sounds; recognize final /f/, /s/, /t/, /l/, /d/, /g/, /z/; recognize that ff stands for /f/, that ss stands for /s/, that tt stands for /t/, that ll stands for /l/, that dd stands for /d/, that gg stands for /g/, and zz stands for /z/; print ff, ss, tt, ll, dd, gg, zz to complete words)—pp. 39-40</p> <p>Lesson 34: Learn About Celebrations (read and discuss nonfiction text; compare and contrast; demonstrate recognition of initial, final, and medial consonant sounds)—p. 45</p> <p>Lesson 35: Writing Consonants in Context (write initial or final consonants to complete words; complete words in response to a picture prompt)—p. 46</p> <p>Lesson 36: Assessing Initial, Final, and Medial Consonants (recognize initial, medial, and final consonants; print initial, medial, and final consonants to complete words)—pp. 47-48</p> <p>Lesson 37: Take-Home Book: "I Love Parades" (listen and respond to a story; identify and name initial, final, and medial consonants; understand sequence of events; recognize singulars and plurals)—pp. 49-50</p>
		Short e: e	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 75: Phonemic Awareness e (match medial sounds; recognize the sound of short e; discriminate between short e words and other words)—pp. 125-126</p> <p>Lesson 76: Blending with Short e (blend phonemes in a word; blend short e words; identify and write short e words)—pp. 127-128</p> <p>Lesson 77: Onsets with Short e Rimes (blend onsets and rimes; recognize short e phonograms; blend initial consonants with short e phonograms)—pp. 129-130</p> <p>Lesson 78: Short e (use phonograms to read short e words; build short e words)—pp. 131-132</p> <p>Lesson 79: Writing Short e Words (substitute medial sounds; recognize short e words; write short e words)—pp. 133-134</p> <p>Lesson 80: Short e Reader (identify words; read short e words and high-frequency words in context; read the story fluently, using phonics and context clues to self-correct; classify objects)—pp. 135-136</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 81: Short e in Context (match words; complete sentences by writing short e words; recognize short e words in context)—pp. 137-138</p> <p>Lesson 82: Reading/Writing Short e in Context (recognize and read short vowel e in words; use short vowel e words in writing)—pp. 139-140</p> <p>Lesson 83: Assessing Short e • Reviewing and Assessing Short Vowels (identify and complete words with short e; build sentences containing short vowel words)—pp. 141-142</p> <p>Lesson 84: Connecting Spelling, Writing, and Speaking (identify and isolate medial sounds; say, spell, sort, and write short vowel words; write descriptive sentences)—pp. 143-144</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
R-6	"Farmers Market"	Consonant v/v/; Consonant y/y/; Consonant z, zz/z/; Consonant qu/kw/	<p>Lesson 1: Literature Introduction to Consonant Sounds (identify words and build vocabulary; produce rhyming words; associate consonants with their sounds)—pp. 5-6</p> <p>Lesson 25: Initial /kw/ Qu qu (identify and isolate initial sounds; recognize initial /kw/; recognize that Qu qu stands for /kw/; print qu to complete words)—p. 32</p> <p>Lesson 26: Initial /v/ Vv (identify and isolate initial sounds; recognize initial /v/; recognize that Vv stands for /v/; print v to complete words)—p. 33</p> <p>Lesson 27: Final /v/ v (recognize final /v/; recognize that v stands for /v/; print v)—p. 34</p> <p>Lesson 28: Initial /y/ Yy and /z/ Zz (identify and isolate initial sounds; recognize initial /y/ and /z/; recognize that Yy stands for /y/ and Zz stands for /z/; print y and z)—p. 35</p> <p>Lesson 29: Final /ks/ x (recognize final /ks/; recognize that x stands for /ks/; print x)—p. 36</p> <p>Lesson 30: Assessing Initial and Final Consonants p, r, k, j, q(u), v, x, y, z (recognize initial or final p, r, k, j, q(u), v, x, y, z; print initial or final p, r, k, j, q(u), v, x, y, z to complete words)—pp. 37-38</p> <p>Lesson 31: Final /f/ ff, /s/ ss, /t/ tt, /l/ ll, /d/ dd, /g/ gg, /z/ zz (identify and isolate final sounds; recognize final /f/, /s/, /t/, /l/, /d/, /g/, /z/; recognize that ff stands for /f/, that ss stands for /s/, that tt stands for /t/, that ll stands for /l/, that dd stands for /d/, that gg stands for /g/, and zz stands for /z/; print ff, ss, tt, ll, dd, gg, zz to complete words)—pp. 39-40</p> <p>Lesson 34: Learn About Celebrations (read and discuss nonfiction text; compare and contrast; demonstrate recognition of initial, final, and medial consonant sounds)—p. 45</p> <p>Lesson 35: Writing Consonants in Context (write initial or final consonants to complete words; complete words in response to a picture prompt)—p. 46</p> <p>Lesson 36: Assessing Initial, Final, and Medial Consonants (recognize initial, medial, and final consonants; print initial, medial, and final consonants to complete words)—pp. 47-48</p>

GRADE 1

Scott Foresman <i>Reading Street</i>			Sadlier <i>Phonics</i>
Scott Foresman <i>Reading Street</i> , Grade 1 — Readiness			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			Lesson 37: Take-Home Book: "I Love Parades" (listen and respond to a story; identify and name initial, final, and medial consonants; understand sequence of events; recognize singulars and plurals)—pp. 49-50
		Short <i>u</i> : u	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 66: Phonemic Awareness u (identify the number of syllables in a word; recognize the sound of short u; discriminate between short u words and other words)—pp. 107-108</p> <p>Lesson 67: Blending with Short u (blend phonemes in a CVC word; distinguish between vowels and consonants; blend eve words with short u; identify and write CVC words with short u)—pp. 109-110</p> <p>Lesson 68: Onsets with Short u Rimes (substitute initial sounds; recognize short u phonograms; blend onsets with short u rimes with short u)—pp. 111-112</p> <p>Lesson 69: Short u (add initial sounds; blend onsets and rimes to read short u words; build short u word families)—pp. 113-114</p> <p>Lesson 70: Writing Short u Words (substitute medial sounds; recognize short u words; write short u words)—pp. 115-116</p> <p>Lesson 71: Short u Reader (identify words; read short u words and high-frequency words in context; read the story fluently using phonics and context clues to self-correct; identify the setting)—pp. 117-118</p> <p>Lesson 72: Short u in Context (divide sentences into words; complete sentences by writing short u words; recognize short u words in context)—pp. 119-120</p> <p>Lesson 73: Reading/Writing Short u in Context (recognize and read short vowel u in words; use short vowel u words in writing)—pp. 121-122</p> <p>Lesson 74: Assessing Short u • Reviewing and Assessing Short a, i, o, u (identify and complete eve words with short u; review CVC words with short a, i, o, u)—pp. 123-124</p> <p>Lesson 84: Connecting Spelling, Writing, and Speaking (identity and isolate medial sounds; say, spell, sort, and write short vowel words; write descriptive sentences)—pp. 143-144</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>

Scott Foresman <i>Reading Street</i>			Sadlier <i>Phonics</i>
Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 1: Ready Set Read			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
1-1	"Sam, Come Back!"	Short <i>a</i> : a	Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 1: Ready Set Read			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 39: Phonemic Awareness a (match medial sounds; recognize the sound of short a; distinguish between short a words and other words)—pp. 53-54</p> <p>Lesson 40: Blending with Short a (blend phonemes in a CVC word; blend CVC words with short a; identify and write CVC words with short a)—pp. 55-56</p> <p>Lesson 41: Onsets with Short a Rimes (distinguish rhyming words from non-rhyming words; recognize short a phonograms; blend onsets with short a rimes to read nonsense words and real words)—pp. 57-58</p> <p>Lesson 42: Short a (identity and blend onsets and rimes in spoken one-syllable words; read words and word families by blending onsets and short a rimes; recognize short a words)—pp. 59-60</p> <p>Lesson 43: Short a Reader (read short a words and high-frequency words in context; read the story fluently; recall details)—pp. 61-62</p> <p>Lesson 44: Short a in Context (count words in a spoken sentence; complete sentences by writing short a words; recognize short a words in context)—pp. 63-64</p> <p>Lesson 45: Reading/Writing Short a in Context (recognize and read short a in words; use short a words in writing)—pp. 65-66</p> <p>Lesson 46: Reviewing and Assessing Short a (review short a words; identify and write short a words)—pp. 67-68</p> <p>Lesson 64: Assessing Short o • Reviewing and Assessing Short a, i, o (identify and complete CVC words with short o; review short a, i, o words)—pp. 103-104</p> <p>Lesson 65: Assessing Short a, i, o (read words with short a, i, o; write words with short a, i, o)—pp. 105-106</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
		Consonant Pattern -ck	<p>Lesson 161: Literature Introduction to Consonant Digraphs (identity words and build vocabulary; match initial sounds; identity consonant digraphs)—pp. 291-292</p> <p>Lesson 166: Consonant Digraph ck (identify sounds in words; identify and isolate final sounds; identify and write words that end with consonant digraph ck)—pp. 301-302</p> <p>Lesson 167: Connecting Spelling, Writing, and Speaking (segment single syllable words into individual sounds; say, spell, sort, and write words with consonant digraphs; write a pilot's log entry using spelling words)—pp. 303-304</p> <p>Lesson 169: Learn About Clouds (read and discuss nonfiction text; recognize facts; demonstrate recognition of words with consonant digraphs)—p. 307</p> <p>Lesson 170: Writing Consonant Digraphs in Context (write sentences in response to a picture prompt; use words with consonant digraphs in a piece of writing)—p. 308</p> <p>Lesson 171: Reviewing and Assessing Consonant Digraphs (segment words into individual sounds; identify and write words with consonant digraphs; use words with consonant digraphs to complete riddles)—pp. 309-310</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 1: Ready Set Read			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
1-2	"Pig in a Wig"	Short i: i	<p>Lesson 172: Take-Home Book: "Weather Changes" (listen and respond to a story; identify and name consonant digraphs; draw conclusions)—pp. 311-312</p> <p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 47: Phonemic Awareness i (match medial sounds; recognize the sound of short i; discriminate between short i words and other word)—pp. 69-70</p> <p>Lesson 48: Blending with Short i (substitute final sounds in a CVC word; distinguish between vowels and consonants; blend CVC words with short i; identify and write CVC words with short i)—pp. 71-72</p> <p>Lesson 49: Onsets with Short i Rimes (distinguish rhyming words from non-rhyming words; recognize short i phonograms; blend onsets with short vowel i rimes)—pp. 73-74</p> <p>Lesson 50: Short i (identify and blend onsets and rimes in spoken one-syllable words; read words and word families by blending onsets and short i rimes; recognize short i words)—pp. 75-76</p> <p>Lesson 51: Writing Short i Words (delete initial sounds to create new words; recognize short i words; write short i words)—pp. 77-78</p> <p>Lesson 52: Short i Reader (identify words and sentences; read short i words and high-frequency words in context; read a story fluently, using phonic and context clues to self-correct; identify problem/solution)—pp. 79-80</p> <p>Lesson 53: Short i in Context (count phonemes in a word; complete sentences by writing short i words; recognize short i words in context)—pp. 81-82</p> <p>Lesson 54: Reading/Writing Short i in Context (recognize and read short vowel i in words; use short vowel i words in writing)—pp. 83-84</p> <p>Lesson 55: Assessing Short i • Reviewing Short a and i (identify and complete words with short i; review short a and short i words)—pp. 85-86</p> <p>Lesson 64: Assessing Short o • Reviewing and Assessing Short a, i, o (identify and complete CVC words with short o; review short a, i, o words)—pp. 103-104</p> <p>Lesson 65: Assessing Short a, i, o (read words with short a, i, o; write words with short a, i, o)—pp. 105-106</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
		Consonant x/ks/	<p>Lesson 29: Final /ks/ x (recognize final /ks/; recognize that x stands for /ks/; print x)—p. 36</p> <p>Lesson 30: Assessing Initial and Final Consonants p, r, k, j, q(u), v, x, y, z (recognize initial or final p, r, k, j, q(u), v, x, y, z; print initial or final p, r, k, j, q(u), v, x, y, z to complete words)—pp. 37-38</p>
1-3	"The Big Blue Ox"	Short o: o	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 1: Ready Set Read			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 56: Phonemic Awareness o (match medial sounds; recognize the sound of short a; discriminate between short a words and other words)—pp. 87-88</p> <p>Lesson 57: Blending with Short o (blend phonemes in a eve word; blend eve words with short a; identify and write eve words with short a)—pp. 89-90</p> <p>Lesson 58: Onsets with Short o Rimes (substitute initial sounds; recognize short o phonograms; blend onsets with short o rimes to read nonsense words and real words)—pp. 91-92</p> <p>Lesson 59: Short o (identify and blend onsets and rimes in spoken one-syllable words; read words and word families by blending onsets and short o rimes; build short o word families)—pp. 93-94</p> <p>Lesson 60: Writing Short o Words (blend phonemes in a word; recognize short o words; write short o words)—pp. 95-96</p> <p>Lesson 61: Short o Reader (identify words and sentences; read short o words and high-frequency words in context; read the story fluently, using phonics and context clues to self-correct; summarize)—pp. 97-98</p> <p>Lesson 62: Short o in Context (match words; complete sentences by writing short o words; recognize short o words in context)—pp. 99-100</p> <p>Lesson 63: Reading/Writing Short o in Context (recognize and read short vowel o in words; use short vowel o words in writing)—pp. 101-102</p> <p>Lesson 64: Assessing Short o • Reviewing and Assessing Short a, i, o (identify and complete CVC words with short o; review short a, i, o words)—pp. 103-104</p> <p>Lesson 65: Assessing Short a, i, o (read words with short a, i, o; write words with short a, i, o)—pp. 105-106</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
		Plural -s	*See Grade 2 instruction— Grade 2 Lesson 107: Plural Endings s and es—pp. 181-182
		Consonant s/z/	N/A
1-4	"A Fox and a Kit"	Inflected Endings -s and -ing	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 177: Recognizing Inflectional Endings s, ing, ed (write words with inflectional endings s, ing, ed; read root words with inflectional endings in context; use knowledge of root words to read words)—pp. 321-322</p> <p>Lesson 178: Root Words and Inflectional Endings (recognize and write root words; read and write root words with inflectional endings in context; use knowledge of root words to read words)—pp. 323-324</p> <p>Lesson 180: Learn About Growing (read and discuss nonfiction text; compare and contrast; identify compound words, contractions, and root words with endings in context)—p. 327</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 1: Ready Set Read			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 181: Writing Inflectional Endings in Context (write sentences in response to a picture prompt; use words with inflectional endings in a piece of writing)—p. 328</p> <p>Lesson 183: Assessing Words with Inflectional Endings (read and write words with inflectional endings)—pp. 331-332</p> <p>Lesson 184: Take-Home Book: "Growing Up" (listen and respond to a story; identify compound words, contractions, and words ending with ing; compare and contrast)—pp. 333-334</p>
1-5	"Get the Egg!"	Short e: e	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 75: Phonemic Awareness e (match medial sounds; recognize the sound of short e; discriminate between short e words and other words)—pp. 125-126</p> <p>Lesson 76: Blending with Short e (blend phonemes in a word; blend short e words; identify and write short e words)—pp. 127-128</p> <p>Lesson 77: Onsets with Short e Rimes (blend onsets and rimes; recognize short e phonograms; blend initial consonants with short e phonograms)—pp. 129-130</p> <p>Lesson 78: Short e (use phonograms to read short e words; build short e words)—pp. 131-132</p> <p>Lesson 79: Writing Short e Words (substitute medial sounds; recognize short e words; write short e words)—pp. 133-134</p> <p>Lesson 80: Short e Reader (identify words; read short e words and high-frequency words in context; read the story fluently, using phonics and context clues to self-correct; classify objects)—pp. 135-136</p> <p>Lesson 81: Short e in Context (match words; complete sentences by writing short e words; recognize short e words in context)—pp. 137-138</p> <p>Lesson 82: Reading/Writing Short e in Context (recognize and read short vowel e in words; use short vowel e words in writing)—pp. 139-140</p> <p>Lesson 83: Assessing Short e • Reviewing and Assessing Short Vowels (identify and complete words with short e; build sentences containing short vowel words)—pp. 141-142</p> <p>Lesson 84: Connecting Spelling, Writing, and Speaking (identify and isolate medial sounds; say, spell, sort, and write short vowel words; write descriptive sentences)—pp. 143-144</p> <p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
		Initial Consonant Blends	<p>Lesson 147: Literature Introduction to Consonant Blends (identify words and build vocabulary; identify rhyming words; identify consonant blends)—pp. 265-266</p> <p>Lesson 148: Recognizing Initial I-Blends (identify and blend phonemes in a word; identify words with the same initial I-blend; sort words by initial blend)—pp. 267-268</p> <p>Lesson 149: Writing I-Blends in Context (add initial sounds; write words with I-blends; read words with I-blends in context)—pp. 269-270</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 1: Ready Set Read			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 150: Recognizing Initial r-Blends (blend phonemes in a word; identify words with the same initial r-blend; match words with the same initial r-blend)—pp. 271-272</p> <p>Lesson 151: Writing r-Blends in Context (add initial sounds; write words with r-blends; read words with r-blends in context)—pp. 273-274</p> <p>Lesson 152: Recognizing Initial s-Blends (blend phonemes in a word; identify words with initial s-blends; sort words by initial blends)—pp. 275-276</p> <p>Lesson 153: Writing s-Blends in Context (add initial sounds; identify phonemes in words; write words with s-blends; read words with s-blends in context)—pp. 277-278</p> <p>Lesson 155: Connecting Spelling, Writing, and Speaking (match words in spoken sentences; say, spell, sort, and write words with consonant blends; write a thank-you note using spelling words)—pp. 281-282</p> <p>Lesson 157: Learn About Senses (read and discuss nonfiction text; classify objects; demonstrate recognition of words with consonant blends)—p. 285</p> <p>Lesson 158: Writing Initial and Final Blends in Context (write sentences in response to a picture prompt; use words with initial and final blends in a piece of writing)—p. 286</p> <p>Lesson 159: Reviewing and Assessing Initial and Final Blends (use words with consonant blends to complete a puzzle; identify and write words with consonant blends)—pp. 287-288</p> <p>Lesson 160: Take-Home Book: "Making Sense" (listen and respond to a story; identify and name consonant blends; distinguish between fact and opinion)—pp. 289-290</p>
1-6	"Animal Park"	Short u: u	<p>Lesson 38: Literature Introduction to Short Vowels (identify words and build vocabulary; segment phonemes in a word; identify short vowels a, i, o, u, e)—pp. 51-52</p> <p>Lesson 66: Phonemic Awareness u (identify the number of syllables in a word; recognize the sound of short u; discriminate between short u words and other words)—pp. 107-108</p> <p>Lesson 67: Blending with Short u (blend phonemes in a CVC word; distinguish between vowels and consonants; blend eve words with short u; identify and write CVC words with short u)—pp. 109-110</p> <p>Lesson 68: Onsets with Short u Rimes (substitute initial sounds; recognize short u phonograms; blend onsets with short u rimes with short u)—pp. 111-112</p> <p>Lesson 69: Short u (add initial sounds; blend onsets and rimes to read short u words; build short u word families)—pp. 113-114</p> <p>Lesson 70: Writing Short u Words (substitute medial sounds; recognize short u words; write short u words)—pp. 115-116</p> <p>Lesson 71: Short u Reader (identify words; read short u words and high-frequency words in context; read the story fluently using phonics and context clues to self-correct; identify the setting)—pp. 117-118</p> <p>Lesson 72: Short u in Context (divide sentences into words; complete sentences by writing short u words; recognize short u words in context)—pp. 119-120</p> <p>Lesson 73: Reading/Writing Short u in Context (recognize and read short vowel u in words; use short vowel u words in writing)—pp. 121-122</p> <p>Lesson 74: Assessing Short u • Reviewing and Assessing Short a, i, o, u (identify and complete eve words with short u; review CVC words with short a, i, o, u)—pp. 123-124</p> <p>Lesson 84: Connecting Spelling, Writing, and Speaking (identify and isolate medial sounds; say, spell, sort, and write short vowel words; write descriptive sentences)—pp. 143-144</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 1: Ready Set Read			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 86: Learn About Bugs (read and discuss nonfiction text; recognize facts; recognize short vowels in context)—p. 147</p> <p>Lesson 87: Writing Short Vowels in Context (write sentences in response to a picture prompt; use words with short vowels in a piece of writing)—p. 148</p> <p>Lesson 88: Assessing Short Vowels (recognize short vowels)—pp. 149-150</p> <p>Lesson 89: Take-Home Book: "Is It a Bug?" (listen and respond to a story; identify short vowel sounds; set a purpose for reading; recognize the singular and plural forms of frequently used words)—pp. 151-152</p>
		Final Consonant Blends	<p>Lesson 147: Literature Introduction to Consonant Blends (identify words and build vocabulary; identify rhyming words; identify consonant blends)—pp. 265-266</p> <p>Lesson 154: Recognizing and Writing Final Blends (blend phonemes in a word; identify and write final blends in words)—pp. 279-280</p> <p>Lesson 155: Connecting Spelling, Writing, and Speaking (match words in spoken sentences; say, spell, sort, and write words with consonant blends; write a thank-you note using spelling words)—pp. 281-282</p> <p>Lesson 157: Learn About Senses (read and discuss nonfiction text; classify objects; demonstrate recognition of words with consonant blends)—p. 285</p> <p>Lesson 158: Writing Initial and Final Blends in Context (write sentences in response to a picture prompt; use words with initial and final blends in a piece of writing)—p. 286</p> <p>Lesson 159: Reviewing and Assessing Initial and Final Blends (use words with consonant blends to complete a puzzle; identify and write words with consonant blends)—pp. 287-288</p> <p>Lesson 160: Take-Home Book: "Making Sense" (listen and respond to a story; identify and name consonant blends; distinguish between fact and opinion)—pp. 289-290</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 2: Animals			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
2-1	"A Big Fish for Max"	Consonant Digraphs <i>sh, th</i>	<p>Lesson 161: Literature Introduction to Consonant Digraphs (identify words and build vocabulary; match initial sounds; identify consonant digraphs)—pp. 291-292</p> <p>Lesson 162: Consonant Digraph th (match initial sounds; identify and write words that begin with consonant digraph th)—pp. 293-294</p> <p>Lesson 163: Consonant Digraph sh (identify and isolate initial sounds; identify and write words that begin with consonant digraph sh)—pp. 295-296</p> <p>Lesson 167: Connecting Spelling, Writing, and Speaking (segment single syllable words into individual sounds; say, spell, sort, and write words with consonant digraphs; write a pilot's log entry using spelling words)—pp. 303-304</p> <p>Lesson 169: Learn About Clouds (read and discuss nonfiction text; recognize facts; demonstrate recognition of words with consonant digraphs)—p. 307</p> <p>Lesson 170: Writing Consonant Digraphs in Context (write sentences in response to a picture prompt; use words with consonant digraphs in a piece of writing)—p. 308</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 171: Reviewing and Assessing Consonant Digraphs (segment words into individual sounds; identify and write words with consonant digraphs; use words with consonant digraphs to complete riddles)—pp. 309-310</p> <p>Lesson 172: Take-Home Book: "Weather Changes" (listen and respond to a story; identify and name consonant digraphs; draw conclusions)—pp. 311-312</p>
		Vowel Sound in ball: <i>a, al</i>	<p><i>*See Grade 3 instruction—</i></p> <p>Grade 3 Lesson 49: Vowel Digraphs oo, au, aw, al (identity and isolate medial sounds; recognize both sounds of digraph <i>ōō</i>; recognize words with vowel digraphs au, aw, al; read and write words with <i>ōō</i> and words with au, aw, al in context)—pp. 95-96</p>
2-2	"The Farmer in the Hat"	Long <i>a</i> : <i>a_e</i>	<p>Lesson 90: Literature Introduction to Long Vowels (identify words and build vocabulary; match medial sounds; identify long vowels a, i, o, u, e)—pp. 153-154</p> <p>Lesson 91: Phonemic Awareness /ā/ (match medial sounds; identify words with /ā/; discriminate between words that do and do not have /ā/)—pp. 155-156</p> <p>Lesson 92: Sound to Symbol ā, a_e, ai, ay (make new words by deleting initial phonemes; recognize that a_e, ai, ay stand for /ā/; spell words with /ā/ a_e, ai, ay (CVCe, CCVCe, CVVC, CVV, CCVVC, CCVV))—pp. 157-158</p> <p>Lesson 93: Onsets with Long a Rimes (substitute initial sounds; blend onsets with long a rimes; build words with long a phonograms)—pp. 159-160</p> <p>Lesson 94: Long a Word Families (identity and blend onsets and rimes to read nonsense words and real words; build word families with long a phonograms; discriminate long a words from other words)—pp. 161-162</p> <p>Lesson 95: Long a and Short a (blend phonemes in a word; write long a words; discriminate long a words from short a words)—pp. 163-164</p> <p>Lesson 96: Long a Reader (identity and read long a words and high-frequency words in context; read the story fluently; use phonic and context clues to self-correct; compare and contrast)—pp. 165-166</p> <p>Lesson 97: Long a in Context (identify and count the number of syllables in a word; identify long a words to complete sentences; write long a words in context)—pp. 167-168</p> <p>Lesson 98: Reading/Writing Long a in Context (recognize and read long vowel a in words; use long vowel a words in writing)—pp. 169-170</p> <p>Lesson 99: Reviewing and Assessing Long a (identify the letters that stand for long a; complete long a words)—pp. 171-172</p> <p>Lesson 108: Assessing Long I • Reviewing Long a and i (identify and complete words with long i; use long a and long i words to complete a puzzle)—pp. 189-190</p> <p>Lesson 118: Assessing Long a, i, o (read words with long vowels a, i, o; write words with long vowels a, i, o)—pp. 209-210</p>
		Consonants <i>c/s/, g/j/</i>	<p><i>*See Grade 3 instruction—</i></p> <p>Grade 3 Lesson 4: Soft and Hard c and g (identify and isolate initial sounds; recognize soft and hard sounds of c and g; write words with soft and hard c and g)—pp. 11-12</p>
2-3	"Who Works Here?"	Long <i>i</i> : <i>i_e</i>	<p>Lesson 90: Literature Introduction to Long Vowels (identify words and build vocabulary; match medial sounds; identify long vowels a, i, o, u, e)—pp. 153-154</p> <p>Lesson 100: Phonemic Awareness /ī/ (match medial sounds; identify words with /ī/; discriminate between words that do and do not have /ī/)—pp. 173-174</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 101: Sound to Symbol /i/ i_e, igh, ie (identify and isolate medial sounds; recognize that i_e, igh, and ie stand for /i/; spell words with /i/ i_e, igh, ie (CVCe, CVV, CVCC, CVCCC))—pp. 175-176</p> <p>Lesson 102: Onsets with Long i Rimes (add initial sounds; blend onsets and long i rimes; build words with long i phonograms)—pp. 177-178</p> <p>Lesson 103: Reading / Writing Long i Words (segment single syllable words into individual phonemes; recognize long i words; write long i words)—pp. 179-180</p> <p>Lesson 104: Long i and Short i (identify and isolate medial sounds; write long i words; discriminate long i words from short i words)—pp. 181-182</p> <p>Lesson 105: Long i Reader (identify and read long i words and high-frequency words in context; read the story fluently; use phonic and context clues to self-correct; draw conclusions)—pp. 183-184</p> <p>Lesson 106: Long i in Context (divide sentences into words; identify long i words to complete sentences; write long i words in context)—pp. 185-186</p> <p>Lesson 107: Reading/Writing Long i in Context (recognize and read long vowel i in words; use long vowel i words in writing)—pp. 187-188</p> <p>Lesson 108: Assessing Long I • Reviewing Long a and i (identify and complete words with long i; use long a and long i words to complete a puzzle)—pp. 189-190</p> <p>Lesson 108: Assessing Long I • Reviewing Long a and i (identify and complete words with long i; use long a and long i words to complete a puzzle)—pp. 189-190</p> <p>Lesson 118: Assessing Long a, i, o (read words with long vowels a, i, o; write words with long vowels a, i, o)—pp. 209-210</p>
		Consonant Digraphs <i>wh, ch, tch, ph</i>	<p>Lesson 161: Literature Introduction to Consonant Digraphs (identify words and build vocabulary; match initial sounds; identify consonant digraphs)—pp. 291-292</p> <p>Lesson 164: Consonant Digraph wh (match initial sounds; identify and write words that begin with consonant digraph wh)—pp. 297-298</p> <p>Lesson 165: Consonant Digraph ch (identify and isolate initial sounds; identify and write words that begin with consonant digraph ch)—pp. 299-300</p> <p>Lesson 167: Connecting Spelling, Writing, and Speaking (segment single syllable words into individual sounds; say, spell, sort, and write words with consonant digraphs; write a pilot's log entry using spelling words)—pp. 303-304</p> <p>Lesson 169: Learn About Clouds (read and discuss nonfiction text; recognize facts; demonstrate recognition of words with consonant digraphs)—p. 307</p> <p>Lesson 170: Writing Consonant Digraphs in Context (write sentences in response to a picture prompt; use words with consonant digraphs in a piece of writing)—p. 308</p> <p>Lesson 171: Reviewing and Assessing Consonant Digraphs (segment words into individual sounds; identify and write words with consonant digraphs; use words with consonant digraphs to complete riddles)—pp. 309-310</p> <p>Lesson 172: Take-Home Book: "Weather Changes" (listen and respond to a story; identify and name consonant digraphs; draw conclusions)—pp. 311-312</p> <p><i>*See Grade 3 instruction—</i> Grade 3 Lesson 36: Consonant Digraphs ph and gh (count phonemes in a word; recognize and write consonant digraphs ph and gh)—p. 72</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
2-4	"The Big Circle"	Long o: o_e	<p>Lesson 90: Literature Introduction to Long Vowels (identify words and build vocabulary; match medial sounds; identify long vowels a, i, o, u, e)—pp. 153-154</p> <p>Lesson 109: Phonemic Awareness /ō/ (match medial sounds; identify words with /ō/; discriminate between words that do and do not have /ō/)—pp. 191-192</p> <p>Lesson 110: Sound to Symbol /ō/ o_e, oa, ow (identify and isolate medial sounds; recognize that o_e, oa, ow stand for /ō/; spell words with /ō/ o_e, oa, ow (CVCe, CCVCe, CVVC))—pp. 193-194</p> <p>Lesson 111: Onsets with Long o Rimes (distinguish rhyming words from non-rhyming words; recognize and read words with onsets and long o rimes; build words with long o phonograms)—pp. 195-196</p> <p>Lesson 112: Long o Word Families (substitute medial sounds; build word families with long o phonograms; discriminate long o words from other words)—pp. 197-198</p> <p>Lesson 113: Long o and Short o (identify and isolate medial sounds; write long o words; discriminate between long o words and short o words)—pp. 199-200</p> <p>Lesson 114: Long o Reader (read long o words and high-frequency words in context; read the story fluently; use phonic and context clues to self-correct; understand cause and effect)—pp. 201-202</p> <p>Lesson 115: Long o in Context (identify and isolate medial sounds; identify long o words to complete sentences; write long o words in context)—pp. 203-204</p> <p>Lesson 116: Reading/Writing Long o in Context (recognize and read long o in words; use long o words in writing)—pp. 205-206</p> <p>Lesson 117: Assessing Long o • Reviewing Long a, i, o (identify and complete words with long o; write sentences with long a, i, and o words)—pp. 207-208</p> <p>Lesson 118: Assessing Long a, i, o (read words with long vowels a, i, o; write words with long vowels a, i, o)—pp. 209-210</p>
		Contractions	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 175: Recognizing Contractions (recognize contractions formed with is, are, am; identify contractions formed with will and not)—pp. 317-318</p> <p>Lesson 176: Connecting Spelling, Writing, and Speaking (say, spell, sort, and write contractions; write sentences using spelling words)—pp. 319-320</p> <p>Lesson 180: Learn About Growing (read and discuss nonfiction text; compare and contrast; identify compound words, contractions, and root words with endings in context)—p. 327</p> <p>Lesson 182: Assessing Compound Words and Contractions (read compound words and contractions; write compound words and contractions)—pp. 329-330</p> <p>Lesson 184: Take-Home Book: "Growing Up" (listen and respond to a story; identify compound words, contractions, and words ending with ing; compare and contrast)—pp. 333-334</p>
2-5	"Life in the Forest"	Long u: u_e	<p>Lesson 120: Sound to Symbol /ōō/ u_e, ui, ue and /yōō/ u_e (identify and isolate medial sounds; recognize that u_e, ui, ue stand for /ōō/ and u_e stands for /yōō/; spell words with /ōō/ u_e, ui, ue and /yōō/ u_e (CVCe, CCVCe, CCW, CWC, CCWC, CVVCe, CVV))—pp. 213-214</p>
		Long e: e_e	N/A
		Inflected Ending -ed	Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 177: Recognizing Inflectional Endings s, ing, ed (write words with inflectional endings s, ing, ed; read root words with inflectional endings in context; use knowledge of root words to read words)—pp. 321-322</p> <p>Lesson 178: Root Words and Inflectional Endings (recognize and write root words; read and write root words with inflectional endings in context; use knowledge of root words to read words)—pp. 323-324</p> <p>Lesson 180: Learn About Growing (read and discuss nonfiction text; compare and contrast; identify compound words, contractions, and root words with endings in context)—p. 327</p> <p>Lesson 181: Writing Inflectional Endings in Context (write sentences in response to a picture prompt; use words with inflectional endings in a piece of writing)—p. 328</p> <p>Lesson 183: Assessing Words with Inflectional Endings (read and write words with inflectional endings)—pp. 331-332</p>
2-6	"Honey Bees"	Long e: e, ee	<p>Lesson 90: Literature Introduction to Long Vowels (identify words and build vocabulary; match medial sounds; identify long vowels a, i, o, u, e)—pp. 153-154</p> <p>Lesson 128: Phonemic Awareness /ē/ (match medial sounds; identify words with /ē/; discriminate words that do and do not have /ē/)—pp. 229-230</p> <p>Lesson 129: Sound to Symbol /ē/ ea, ee (identify and isolate medial sounds; recognize that ea and ee stand for /ē/; spell words with /ē/ ea and ee (CVVC, CCVVC, CVVCC, CCVV))—pp. 231-232</p> <p>Lesson 130: Onsets with Long e Rimes (produce rhyming words; recognize rhyming words with onsets and long e rimes; build word families with long e phonograms)—pp. 233-234</p> <p>Lesson 131: Long e Word Families (substitute medial sounds; build word families with long e phonograms; discriminate long e words from other words)—pp. 235-236</p> <p>Lesson 132: Long e and Short e (identify and isolate medial sounds; write long e words; discriminate long e words from short e words)—pp. 237-238</p> <p>Lesson 133: Long e Reader (read long e words and high-frequency words in context; read the story fluently using phonic and context clues to self-correct; identify steps in a process)—pp. 239-240</p> <p>Lesson 134: Long e in Context (identify and isolate medial sounds; identify long e words to complete sentences; read long e words in context)—pp. 241-242</p> <p>Lesson 135: Reading/Writing Long e in Context (recognize and read long e in words; use long e words in writing)—pp. 243-244</p> <p>Lesson 136: Assessing Long e • Reviewing Long Vowels (identify and complete words with long e; read long vowel words; write sentences with long vowel words to tell a story)—pp. 245-246</p> <p>Lesson 137: Sounds of Final y as a Vowel (listen, identify, and count syllables in a word; identify the sounds of final y as long i and long e; write words with final y as a vowel)—pp. 247-248</p> <p>Lesson 145: Assessing Long Vowels, Final y, and r-Controlled Vowels (demonstrate recognition of words with long vowels a, i, o, u, e; final y; and r-controlled vowels)—pp. 261-262</p> <p>Lesson 146: Take-Home Book: "We Can Take Care of the Earth" (listen and respond to a story; identify and read long vowel words; recognize the singular and plural forms of frequently-used words; retell events in a story)—pp. 263-264</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
		Syllables VC/CV	<p><i>*See Grade 3 instruction—</i></p> <p>Grade 3 Lesson 103: Syllabication in VCCV and VCCCV Words (divide VCCV and VCCCV words into syllables; use words in context)—p. 179</p> <p>Grade 3 Lesson 104: Syllabication in VCV Words (divide VCV words into syllables; use VCV words in context)—p. 180</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
3-1	"A Place to Play"	Vowel Sounds of y	<p>Lesson 137: Sounds of Final y as a Vowel (listen, identify, and count syllables in a word; identify the sounds of final y as long i and long e; write words with final y as a vowel)—pp. 247-248</p> <p>Lesson 145: Assessing Long Vowels, Final y, and r-Controlled Vowels (demonstrate recognition of words with long vowels a, i, o, u, e; final y; and r-controlled vowels)—pp. 261-262</p>
		Syllable Pattern CV	<p>Lesson 92: Sound to Symbol ā, a_e, ai, ay ("jay," "pay"; CVCe, CCVCe, CVVC, CVV, CCVVC, CCVV)—pp. 157-158</p> <p>Lesson 120: Sound to Symbol /ōō/ u_e, ui, ue and /yōō/ u_e (spell words with /ōō/ u_e, ui, ue and /yōō/ u_e (CVCe, CCVCe, CCW, CWC, CCWC, CVVCe, CVV))—pp. 213-214</p> <p>Lesson 129: Sound to Symbol /ē/ ea, ee (spell words with /ē/ ea and ee (CVVC, CCVVC, CVVCC, CCVV))—pp. 231-232</p>
3-2	"Ruby in Her Own Time"	Consonant Patterns <i>ng, nk</i>	<p>Lesson 147: Literature Introduction to Consonant Blends (identify words and build vocabulary; identify rhyming words; identify consonant blends)—pp. 265-266</p> <p>Lesson 154: Recognizing and Writing Final Blends (nk, mp, ng, nt, sk, st; blend phonemes in a word; identify and write final blends in words)—pp. 279-280</p> <p>Lesson 158: Writing Initial and Final Blends in Context (write sentences in response to a picture prompt; use words with initial and final blends in a piece of writing)—p. 286</p> <p>Lesson 159: Reviewing and Assessing Initial and Final Blends (use words with consonant blends to complete a puzzle; identify and write words with consonant blends)—pp. 287-288</p> <p>Lesson 160: Take-Home Book: "Making Sense" (listen and respond to a story; identify and name consonant blends; distinguish between fact and opinion)—pp. 289-290</p>
		Compound Words	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 174: Recognizing and Writing Compound Words (join two words to form a compound word; write compound words)—pp. 315-316</p> <p>Lesson 180: Learn About Growing (identify compound words, contractions, and root words with endings in context)—p. 327</p> <p>Lesson 182: Assessing Compound Words and Contractions—pp. 329-330</p> <p>Lesson 184: Take-Home Book: "Growing Up" (identify compound words, contractions, and words ending with ing)—pp. 333-334</p>
3-3	"The Class Pet"	Ending -es; Plural -es	<p><i>*See Grade 2 Lesson 107: Plural Endings s and es • Changing y to i Before Adding es</i> (form plurals by adding s or es to root words; change y to i before adding es to form plurals)—pp. 181-182</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
		Vowels: <i>r</i> -Controlled <i>or, ore</i>	<p>Lesson 139: Phonemic Awareness /ôr/ (match medial sounds; discriminate between words that do and do not have /ô/; recognize that <i>or</i> stands for /ô/)—pp. 251-252</p> <p>Lesson 144: Writing <i>r</i>-Controlled Vowels in Context (write sentences in response to a picture prompt; use words with <i>r</i>-controlled vowels in a piece of writing)—p. 260</p> <p>Lesson 145: Assessing Long Vowels, Final <i>y</i>, and <i>r</i>-Controlled Vowels (demonstrate recognition of words with long vowels <i>a, i, o, u, e</i>; final <i>y</i>; and <i>r</i>-controlled vowels)—pp. 261-262</p> <p>Lesson 146: Take-Home Book: "We Can Take Care of the Earth" (listen and respond to a story; identify and read long vowel words; recognize the singular and plural forms of frequently-used words; retell events in a story)—pp. 263-264</p>
3-4	"Frog and Toad Together"	Adding Endings	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 177: Recognizing Inflectional Endings <i>s, ing, ed</i> (write words with inflectional endings <i>s, ing, ed</i>; read root words with inflectional endings in context; use knowledge of root words to read words)—pp. 321-322</p> <p>Lesson 178: Root Words and Inflectional Endings (recognize and write root words; read and write root words with inflectional endings in context; use knowledge of root words to read words)—pp. 323-324</p> <p>Lesson 180: Learn About Growing (read and discuss nonfiction text; compare and contrast; identify compound words, contractions, and root words with endings in context)—p. 327</p> <p>Lesson 181: Writing Inflectional Endings in Context (write sentences in response to a picture prompt; use words with inflectional endings in a piece of writing)—p. 328</p> <p>Lesson 183: Assessing Words with Inflectional Endings (read and write words with inflectional endings)—pp. 331-332</p> <p>Lesson 184: Take-Home Book: "Growing Up" (listen and respond to a story; identify compound words, contractions, and words ending with <i>ing</i>; compare and contrast)—pp. 333-334</p>
		Vowel: <i>r</i> -Controlled <i>ar</i>	<p>Lesson 138: Phonemic Awareness /är/ (make new words by deleting initial phonemes; discriminate between words that do and do not have /ä/; recognize that <i>ar</i> stands for /ä/)—pp. 249-250</p> <p>Lesson 144: Writing <i>r</i>-Controlled Vowels in Context (write sentences in response to a picture prompt; use words with <i>r</i>-controlled vowels in a piece of writing)—p. 260</p>
3-5	"I'm a Caterpillar"	Vowels: <i>r</i> -Controlled <i>er, ir, ur</i>	<p>Lesson 140: Phonemic Awareness /ûr/ (match medial sounds; discriminate between words that do and do not have /û/; recognize that <i>er, ir, ur</i> stand for /û/)—pp. 253-254</p>
		Contractions	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 175: Recognizing Contractions (recognize contractions formed with <i>is, are, am</i>; identify contractions formed with <i>will</i> and <i>not</i>)—pp. 317-318</p> <p>Lesson 176: Connecting Spelling, Writing, and Speaking (<i>say, spell, sort</i>, and write contractions; write sentences using spelling words)—pp. 319-320</p> <p>Lesson 180: Learn About Growing (read and discuss nonfiction text; compare and contrast; identify compound words, contractions, and root words with endings in context)—p. 327</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			Lesson 182: Assessing Compound Words and Contractions (read compound words and contractions; write compound words and contractions)—pp. 329-330 Lesson 184: Take-Home Book: "Growing Up" (listen and respond to a story; identify compound words, contractions, and words ending with ing; compare and contrast)—pp. 333-334
3-6	"Where Are My Animal Friends?"	Comparative Endings <i>-er, -est</i>	*See Grade 2 instruction— Grade 2 Lesson 126: Suffixes <i>ly, er, est</i> —pp. 209-210
		Consonant Pattern <i>-dge</i>	*Related content— Lesson 24: Initial <i>/j/ Jj</i> ("judge"; segment and identify onsets and rimes; recognize initial <i>/j/</i> ; recognize that <i>Jj</i> stands for <i>/j/</i> ; print <i>j</i> to complete words)—p. 31 *See Grade 3 Lesson 4: Soft and Hard <i>c</i> and <i>g</i> (identify and isolate initial sounds; recognize soft and hard sounds of <i>c</i> and <i>g</i> ; write words with soft and hard <i>c</i> and <i>g</i>)—pp. 11-12

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 4: Changes			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
4-1	"Mama's Birthday Present"	Vowel Digraphs <i>ai, ay</i>	Lesson 90: Literature Introduction to Long Vowels (identify words and build vocabulary; match medial sounds; identify long vowels <i>a, i, o, u, e</i>)—pp. 153-154 Lesson 91: Phonemic Awareness /ā/ (match medial sounds; identify words with /ā/; discriminate between words that do and do not have /ā/)—pp. 155-156 Lesson 92: Sound to Symbol ā, a_e, ai, ay (make new words by deleting initial phonemes; recognize that <i>a_e, ai, ay</i> stand for /ā/; spell words with /ā/ <i>a_e, ai, ay</i> (CVCe, CCVCe, CVVC, CVV, CCVVC, CCVV))—pp. 157-158 Lesson 93: Onsets with Long a Rimes (substitute initial sounds; blend onsets with long a rimes; build words with long a phonograms)—pp. 159-160 Lesson 94: Long a Word Families (identify and blend onsets and rimes to read nonsense words and real words; build word families with long a phonograms; discriminate long a words from other words)—pp. 161-162 Lesson 95: Long a and Short a (blend phonemes in a word; write long a words; discriminate long a words from short a words)—pp. 163-164 Lesson 96: Long a Reader (identify and read long a words and high-frequency words in context; read the story fluently; use phonic and context clues to self-correct; compare and contrast)—pp. 165-166 Lesson 97: Long a in Context (identify and count the number of syllables in a word; identify long a words to complete sentences; write long a words in context)—pp. 167-168 Lesson 98: Reading/Writing Long a in Context (recognize and read long vowel <i>a</i> in words; use long vowel <i>a</i> words in writing)—pp. 169-170 Lesson 99: Reviewing and Assessing Long a (identify the letters that stand for long <i>a</i> ; complete long <i>a</i> words)—pp. 171-172
		Singular and Plural Possessives	*See Grade 3 instruction— Grade 3 Lesson 78: Singular Possessives (recognize and write singular possessives)—p. 143 Grade 3 Lesson 79: Plural Possessives (recognize and write plural possessives)—p. 144

*Go to <https://www.sadlierconnect.com> for online resources.

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
4-2	"Cinderella"	Vowel Digraph <i>ea</i>	<p>Lesson 128: Phonemic Awareness /ē/ ("neat," "seat," "eat"; match medial sounds; identify words with /ē/; discriminate words that do and do not have /ē/)—pp. 229-230</p> <p>Lesson 129: Sound to Symbol /ē/ ea, ee (identify and isolate medial sounds; recognize that ea and ee stand for /ē/; spell words with /ē/ ea and ee (CVVC, CCVVC, CVVCC, CCVV))—pp. 231-232</p> <p>Lesson 130: Onsets with Long e Rimes (produce rhyming words; recognize rhyming words with onsets and long e rimes; build word families with long e phonograms)—pp. 233-234</p> <p>Lesson 131: Long e Word Families (substitute medial sounds; build word families with long e phonograms; discriminate long e words from other words)—pp. 235-236</p> <p>Lesson 132: Writing Long e and Short e (identify and isolate medial sounds; write long e words; discriminate long e words from short e words)—pp. 237-238</p> <p>Lesson 133: Long e Reader (read long e words and high-frequency words in context; read the story fluently using phonic and context clues to self-correct; identify steps in a process)—pp. 239-240</p> <p>Lesson 134: Long e in Context (identify and isolate medial sounds; identify long e words to complete sentences; read long e words in context)—pp. 241-242</p> <p>Lesson 135: Reading/Writing Long e in Context (recognize and read long e in words; use long e words in writing)—pp. 243-244</p> <p>Lesson 136: Assessing Long e • Reviewing Long Vowels (identify and complete words with long e; read long vowel words; write sentences with long vowel words to tell a story)—pp. 245-246</p> <p><i>*See Grade 2 instruction—</i> Grade 2 Lesson 87: Vowel Digraph /e/ ea (read and write words with vowel digraph ea in context)—pp. 145-146</p>
		Adding Endings	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 177: Recognizing Inflectional Endings s, ing, ed (write words with inflectional endings s, ing, ed; read root words with inflectional endings in context; use knowledge of root words to read words)—pp. 321-322</p> <p>Lesson 181: Writing Inflectional Endings in Context (write sentences in response to a picture prompt; use words with inflectional endings in a piece of writing)—p. 328</p> <p>Lesson 183: Assessing Words with Inflectional Endings (read and write words with inflectional endings)—pp. 331-332</p> <p>Lesson 184: Take-Home Book: "Growing Up" (listen and respond to a story; identify compound words, contractions, and words ending with ing; compare and contrast)—pp. 333-334</p>
4-3	"A Trip to Washington, D.C."	Vowel Digraphs <i>oa, ow</i>	<p>Lesson 90: Literature Introduction to Long Vowels (identify words and build vocabulary; match medial sounds; identify long vowels a, i, o, u, e)—pp. 153-154</p> <p>Lesson 110: Sound to Symbol /ō/ o_e, oa, ow (identify and isolate medial sounds; recognize that o_e, oa, ow stand for /ō/; spell words with /ō/ o_e, oa, ow (CVCe, CCVCe, CVVC))—pp. 193-194</p> <p>Lesson 111: Onsets with Long o Rimes (distinguish rhyming words from non-rhyming words; recognize and read words with onsets and long o rimes; build words with long o phonograms)—pp. 195-196</p> <p>Lesson 112: Long o Word Families (substitute medial sounds; build word families with long o phonograms; discriminate long o words from other words)—pp. 197-198</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 113: Long o and Short o (identify and isolate medial sounds; write long o words; discriminate between long o words and short o words)—pp. 199-200</p> <p>Lesson 114: Long o Reader (read long o words and high-frequency words in context; read the story fluently; use phonic and context clues to self-correct; understand cause and effect)—pp. 201-202</p> <p>Lesson 115: Long o in Context (identity and isolate medial sounds; identity long o words to complete sentences; write long o words in context)—pp. 203-204</p> <p>Lesson 116: Reading/Writing Long o in Context (recognize and read long o in words; use long o words in writing)—pp. 205-206</p> <p>Lesson 117: Assessing Long o • Reviewing Long a, i, o (identity and complete words with long o; write sentences with long a, i, and o words)—pp. 207-208</p>
		Three-Letter Consonant Blends	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 48: Recognizing s-Blends • Writing Initial Blends (“spr,” “scr,” “str”); blend phonemes in a word; recognize the sounds of s-blends; write words with initial blends)—pp. 85-86</p>
4-4	“A Southern Ranch”	Vowel Digraphs <i>ie, igh</i>	<p>Lesson 101: Sound to Symbol /i/ i_e, igh, ie (identify and isolate medial sounds; recognize that i_e, igh, and ie stand for /i/; spell words with /i/ i_e, igh, ie (CVCe, CVV, CVCC, CVCCC))—pp. 175-176</p> <p>Lesson 102: Onsets with Long i Rimes (add initial sounds; blend onsets and long i rimes; build words with long i phonograms)—pp. 177-178</p> <p>Lesson 103: Reading / Writing Long i Words (segment single syllable words into individual phonemes; recognize long i words; write long i words)—pp. 179-180</p>
		Consonant Patterns <i>kn, wr</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 69: Silent Letters k and w (kn, wr; recognize initial silent letters k and w; write words with silent letters k and w)—p. 115</p>
4-5	“Peter’s Chair”	Compound Words	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 174: Recognizing and Writing Compound Words (join two words to form a compound word; write compound words)—pp. 315-316</p> <p>Lesson 180: Learn About Growing (read and discuss nonfiction text; compare and contrast; identify compound words, contractions, and root words with endings in context)—p. 327</p> <p>Lesson 182: Assessing Compound Words and Contractions (read compound words and contractions; write compound words and contractions)—pp. 329-330</p> <p>Lesson 184: Take-Home Book: “Growing Up” (listen and respond to a story; identity compound words, contractions, and words ending with ing; compare and contrast)—pp. 333-334</p>
		Vowel Digraphs <i>ue, ew, ui</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 92: Diphthongs /oi/ oi, oy; /ōō/ ew; /yōō/ ew (segment phonemes in a word; recognize the sounds of diphthongs oi, oy, ew; use knowledge of spelling patterns; write words with diphthongs oi, oy, ew in context)—pp. 155-156</p>
4-6	“Henry and Mudge and Mrs. Hopper’s House”	Vowel Sound in moon: <i>oo</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 88: Vowel Digraph /ōō/ oo, /ōō/ oo (identify and isolate medial sounds; recognize the two sounds of vowel digraph oo; use knowledge of spelling patterns; write words with vowel digraph oo in context)—pp. 147-148</p>

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
		Suffixes <i>-ly</i> , <i>-ful</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 125: Suffixes <i>ful</i>, <i>less</i>, <i>ness</i> (combine syllables to form words; write words ending in <i>ful</i>, <i>less</i>, <i>ness</i> in context; match <i>less</i> and <i>ness</i> words to their meanings)—pp. 207-208</p> <p>Grade 2 Lesson 126: Suffixes <i>ly</i>, <i>er</i>, <i>est</i> (combine syllables to form words; write words ending in <i>ly</i>, <i>er</i>, <i>est</i>)—pp. 209-210</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 5: Treasures			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
5-1	"Tippy-Toe Chick, Go!"	Diphthongs <i>ow</i> , <i>ou</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 91: Diphthongs <i>/ou/</i> <i>ow</i>, <i>ou</i> (substitute medial sounds to change words; recognize the sounds of diphthongs <i>ow</i> and <i>ou</i>; use knowledge of spelling patterns; write words with diphthongs <i>ow</i> and <i>ou</i> in context)—pp. 153-154</p> <p>Grade 2 Lesson 93: Reviewing Diphthongs (review diphthongs <i>ow</i>, <i>ou</i>, <i>oi</i>, <i>oy</i>, <i>ew</i>; recognize and write diphthongs <i>ow</i>, <i>ou</i>, <i>oi</i>, <i>oy</i>, <i>ew</i>)—p. 157</p>
		Final Syllable <i>-le</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 66: Recognizing and Writing Words Ending in <i>le</i> (match final sounds; recognize and write words ending in <i>le</i>)—p. 111</p>
5-2	"Mole and the Baby Bird"	Vowel Patterns <i>ow</i> , <i>ou</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 91: Diphthongs <i>/ou/</i> <i>ow</i>, <i>ou</i> (recognize the sounds of diphthongs <i>ow</i> and <i>ou</i>)—pp. 153-154</p> <p>Grade 2 Lesson 93: Reviewing Diphthongs (review diphthongs <i>ow</i>, <i>ou</i>, <i>oi</i>, <i>oy</i>, <i>ew</i>; recognize and write diphthongs <i>ow</i>, <i>ou</i>, <i>oi</i>, <i>oy</i>, <i>ew</i>)—p. 157</p>
		Syllables <i>V/CV</i> , <i>VC/V</i>	<p><i>*See Grade 3 instruction—</i></p> <p>Grade 3 Lesson 103: Syllabication in <i>VCCV</i> and <i>VCCCV</i> Words (divide <i>VCCV</i> and <i>VCCCV</i> words into syllables; use words in context)—p. 179</p> <p>Grade 3 Lesson 104: Syllabication in <i>VCV</i> Words (divide <i>VCV</i> words into syllables; use <i>VCV</i> words in context)—p. 180</p>
5-3	"Dot & Jabber and the Great Acorn Mystery"	Vowel Sound in foot: <i>oo</i>	<p><i>*See Grade 2 instruction—</i></p> <p>Grade 2 Lesson 88: Vowel Digraph <i>/ōo/</i> <i>oo</i>, <i>/ōō/</i> <i>oo</i> (identify and isolate medial sounds; recognize the two sounds of vowel digraph <i>oo</i>; use knowledge of spelling patterns; write words with vowel digraph <i>oo</i> in context)—pp. 147-148</p>
		Adding Endings	<p>Lesson 173: Literature Introduction to Word Structure (identify words and build vocabulary; produce rhyming words; identify word structure of compound words, contractions, and words with inflectional endings)—pp. 313-314</p> <p>Lesson 177: Recognizing Inflectional Endings <i>s</i>, <i>ing</i>, <i>ed</i> (write words with inflectional endings <i>s</i>, <i>ing</i>, <i>ed</i>; read root words with inflectional endings in context; use knowledge of root words to read words)—pp. 321-322</p> <p>Lesson 181: Writing Inflectional Endings in Context (write sentences in response to a picture prompt; use words with inflectional endings in a piece of writing)—p. 328</p> <p>Lesson 183: Assessing Words with Inflectional Endings (read and write words with inflectional endings)—pp. 331-332</p>

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Scott Foresman <i>Reading Street</i> , Grade 1 — Unit 5: Treasures			Sadlier <i>Phonics</i> , Grade 1 / Level A Correlated Instruction
Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			Lesson 184: Take-Home Book: "Growing Up" (listen and respond to a story; identify compound words, contractions, and words ending with ing; compare and contrast)—pp. 333-334
5-4	"Simple Machines"	Diphthongs <i>oi, oy</i>	*See Grade 2 instruction— Grade 2 Lesson 92: Diphthongs /oi/ oi, oy; /ōō/ ew; /yōō/ ew (recognize the sounds of diphthongs oi, oy, ew)—pp. 155-156
		Suffixes <i>-er, -or</i>	*See Grade 3 instruction— Grade 3 Lesson 95: Suffixes er, or, ist ("someone who"; use and write words ending in er, or, and ist)—p. 168
5-5	"Alexander Graham Bell: A Great Inventor"	Vowel Sound in <i>ball</i> : <i>aw, au</i>	*See Grade 2 instruction— Grade 2 Lesson 89: Vowel Digraphs /ō/ au, aw (substitute medial sounds to change words; recognize the sound of vowel digraphs au and aw; use knowledge of spelling patterns; write words with vowel digraphs au and aw in context)—pp. 149-150 Grade 2 Lesson 90: Reviewing and Assessing Vowel Digraphs (review vowel digraphs ea, oo, au, aw; write words with digraphs ea, oo, au, aw)—pp. 151-152
		Syllable Patterns: Vowel Digraphs and Diphthongs	*See Grade 2 instruction— Unit 6 Vowel Digraphs and Diphthongs—pp. 143-168
5-6	"The Stone Garden"	Prefixes <i>un-, re-</i>	*See Grade 2 instruction— Grade 2 Lesson 130: Prefixes re and un (combine syllables to form words; match re and un words to their meanings; write words beginning with the prefixes re and un in context)—pp. 215-216 Grade 2 Lesson 133: Reviewing and Assessing Prefixes (review and assess prefixes re, un, dis)—pp. 219-220
		Long <i>o</i> : <i>o</i>	Lesson 109: Phonemic Awareness /ō/ (match medial sounds; identify words with /ō/; discriminate between words that do and do not have /ō/)—pp. 191-192 Lesson 110: Sound to Symbol /ō/ o_e, oa, ow (identify and isolate medial sounds; recognize that o_e, oa, ow stand for /ō/; spell words with /ō/ o_e, oa, ow (CVCe, CCVCe, CVVC))—pp. 193-194 Lesson 111: Onsets with Long o Rimes (distinguish rhyming words from non-rhyming words; recognize and read words with onsets and long o rimes; build words with long o phonograms)—pp. 195-196 Lesson 112: Long o Word Families (substitute medial sounds; build word families with long o phonograms; discriminate long o words from other words)—pp. 197-198 Lesson 113: Long o and Short o (identify and isolate medial sounds; write long o words; discriminate between long o words and short o words)—pp. 199-200 Lesson 114: Long o Reader (read long o words and high-frequency words in context; read the story fluently; use phonic and context clues to self-correct; understand cause and effect)—pp. 201-202 Lesson 115: Long o in Context (identify and isolate medial sounds; identify long o words to complete sentences; write long o words in context)—pp. 203-204 Lesson 116: Reading/Writing Long o in Context (recognize and read long o in words; use long o words in writing)—pp. 205-206 Lesson 117: Assessing Long o • Reviewing Long a, i, o (identify and complete words with long o; write sentences with long a, i, and o words)—pp. 207-208 Lesson 118: Assessing Long a, i, o (read words with long vowels a, i, o; write words with long vowels a, i, o)—pp. 209-210
		Long <i>i</i> : <i>i</i>	Lesson 100: Phonemic Awareness /i/ (match medial sounds; identify words with /i/; discriminate between words that do and do not have /i/)—pp. 173-174

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Unit/Wk.	Main Selection	Phonemic Awareness/Phonics/Spelling	
			<p>Lesson 101: Sound to Symbol /i/ i_e, igh, ie (identify and isolate medial sounds; recognize that i_e, igh, and ie stand for /i/; spell words with /i/ i_e, igh, ie (CVCe, CVV, CVCC, CVCCC))—pp. 175-176</p> <p>Lesson 102: Onsets with Long i Rimes (add initial sounds; blend onsets and long i rimes; build words with long i phonograms)—pp. 177-178</p> <p>Lesson 103: Reading / Writing Long i Words (segment single syllable words into individual phonemes; recognize long i words; write long i words)—pp. 179-180</p> <p>Lesson 104: Long i and Short i (identify and isolate medial sounds; write long i words; discriminate long i words from short i words)—pp. 181-182</p> <p>Lesson 105: Long i Reader (identify and read long i words and high-frequency words in context; read the story fluently; use phonic and context clues to self-correct; draw conclusions)—pp. 183-184</p> <p>Lesson 106: Long i in Context (divide sentences into words; identify long i words to complete sentences; write long i words in context)—pp. 185-186</p> <p>Lesson 107: Reading/Writing Long i in Context (recognize and read long vowel i in words; use long vowel i words in writing)—pp. 187-188</p> <p>Lesson 108: Assessing Long i • Reviewing Long a and i (identify and complete words with long i; use long a and long i words to complete a puzzle)—pp. 189-190</p>