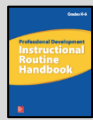
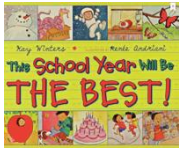


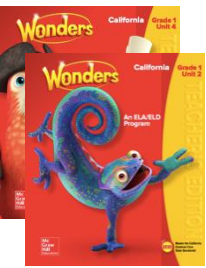



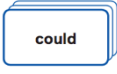




“Acquisition of the foundational skills of reading is essential for independence with printed language” (*ELA/ELD Framework, p. 151*).

“Assessment is crucial for determining whether students have, in fact, acquired the prerequisite skills. If not, instruction should target the needed skills and progress to grade-level standards as soon as reasonable for the individual student” (*ELA/ELD Framework, p. 327*).

Reading Foundational Skills Standards	Wonders Resource(s) that Support this Standard <i>Instructional Routine Handbook</i> – Provides <i>routines</i> for teaching each of the foundational skills with step-by-step guides with these resources	Assessments from Wonders (by book title, assessment name)	ELA/ELD Framework References
<p>RF.1.1 Print Concepts Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	   <p>Literature Big Book Reading/Writing Workshop</p>  <p>Leveled Readers</p>	<p>Placement and Diagnostic Assessment</p> <ul style="list-style-type: none"> Letter Naming Fluency Assessment <p>Fluency Assessment</p> <ul style="list-style-type: none"> Letter Naming Fluency 	<p>“The ELA/ELD Framework makes clear that it is inappropriate both to provide too little attention so that print concepts are not learned thoroughly and to provide too much attention when the concepts are already well known. Instruction should be differentiated based on the varying needs of the learners” (<i>Resource for Implementing the ELA/ELD Framework, p. 3</i>).</p>
<p>RF.1.2 Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	  <p>Teacher Edition Photo Cards</p>   <p>Songs Digital Games</p>	<p>Weekly Assessments (test items found in Units 1-3)</p> <p>Unit Assessments (test items found in every unit)</p> <p>Placement and Diagnostic Assessment</p> <ul style="list-style-type: none"> Phonological Awareness Subtests Phonemic Awareness Subtests <p>Fluency Assessment</p> <ul style="list-style-type: none"> Phoneme Segmentation Fluency 	<p>“Some children achieve phonological awareness prior to grade one and require little instruction in the grade level; their time is better spent engaged in other learning experiences. Other children require quite a bit of instruction. Because children who experience difficulty with phonological awareness are likely to have difficulty becoming independent readers and writers, assessment is crucial and should be followed by appropriate additional, highly targeted instruction” (<i>ELA/ELD Framework, p. 248</i>).</p>

Reading Foundational Skills Standards	Wonders Resource(s) that Support this Standard 	Assessments from Wonders (by book title, assessment name) 	ELA/ELD Framework References	
<p>RF.1.3 Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> Know spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final –e and common long vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. 	 <p>Sound-Spelling Cards</p>  <p>Decodable Readers</p>  <p>Word-Building Cards</p>  <p>High-Frequency Word Cards</p>  <p>Your Turn Practice Book</p>  <p>Songs</p>  <p>Digital Games</p>	<ul style="list-style-type: none"> Sound-Spelling Cards – sound/letter correspondence and additional spelling patterns that create sounds in words Decodable Readers – two decodable texts for every sound-spelling provide students opportunity to apply patterns and problem solve as they approach new words. Word Building Cards* – apply phonics skills to build and blend new words High Frequency Word Lists/Cards – introduce words using Read/Spell/Write routine. Words are displayed in classroom to revisit with students frequently and as a reference for them. Your Turn Practice Book – Phonics and word recognition practice Songs – online to practice/reinforce phonics skills Digital Games – allows for independent practice of phonics through the student portal <p>*Available to print online</p>	<p>Weekly Assessments (test items found in every week)</p> <p>Unit Assessments (test items found in every unit)</p> <p>Benchmark Assessments Placement and Diagnostic Assessment</p> <ul style="list-style-type: none"> Phonics Survey, Standard Version Sight Word Fluency <p>Fluency Assessment</p> <ul style="list-style-type: none"> Sight Word Fluency 	<p>“A priority of grade one instruction is for children to develop the alphabetic insight and use that insight and accompanying skills to decode words independently and, with practice, automatically” (<i>ELA/ELD Framework, p. 249</i>).</p> <p>“Decodable texts are defined in the ELA/ELD Framework as those in which 75-80 percent of the words consist solely of previously taught letter-sound and spelling-sound correspondences and the remaining words are previously taught high frequency sight words (i.e., words that students have been taught to read by sight because they are irregularly spelled or they contain letter-sound or spelling-sound correspondences not yet taught) or story or content words” (<i>Resource for Implementing the ELA/ELD Framework, p. 10</i>).</p> <p>“Decodable text gives children the opportunity to apply word analysis skills rather than simply reconstruct text they have memorized” (<i>ELA/ELD Framework, p. 251</i>).</p>
<p>RF.1.4 Fluency Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	 <p>Reading/Writing Workshop</p>  <p>High-Frequency Word Cards</p>  <p>Decodable Readers</p>  <p>Your Turn Practice Book</p>  <p>Leveled Readers</p>	<ul style="list-style-type: none"> Reading/Writing Workshop Big Book and Student Reading/Writing Workshop books – teacher models and students practice their reading fluency Decodable Readers – two decodable texts for every sound-spelling allowing students to practice their decoding fluency independently or in small groups High Frequency Word Lists/Cards – introduce words using Read/Spell/Write routine. Words are displayed in classroom to revisit with students frequently and as a reference for them. Fluency Practice - Your Turn Practice Book – use the fluency pages for additional practice with reading fluency Leveled Readers – fluency practice individually or during small group instruction 	<p>Running Records/Benchmark Books (Digital resource)</p> <p>Placement and Diagnostic Assessment</p> <ul style="list-style-type: none"> Oral Reading Fluency <p>Fluency Assessment</p> <ul style="list-style-type: none"> Oral Reading Fluency 	<p>“A consistent focus on meaning making ensures that EL and other children attend to comprehension and not just speed. As with all children, decisions about fluency are not made solely on the basis of reading rate or accuracy” (<i>ELA/ELD Framework, p. 255</i>).</p>

