

# K-2 Reading Foundations Skills Block Standards: Scope and Sequence: Grade 1 Standards Coverage

The purpose of this document is to provide a high-level overview of the Common Core State Standards, substandards, and associated learning targets explicitly taught and formally assessed in each of the four Reading Foundations Skills modules for Grade 1.<sup>1</sup>

The Reading Foundations Skills Block addresses:

- All of the Foundational Reading Standards
- Select Language Standards (L.1.1a and L.1.2d and e), based on the strong interrelationship between spelling, reading, and writing conventions

The document is organized as follows:

- End-of-grade-level expectation for each standard, followed by a breakdown of the sequence and frequency of instruction of each substandard (reflects the backward design and intentionally sequenced sub-skills that are necessary to master each of the long-term targets)
- The substandards addressed in the curriculum (bolded and in the exact language of the Common Core)
- Long-term learning target(s): EL Education’s interpretation of substandard long-term target (or targets) in “I can” language
- A table with EL’s supporting targets (discrete skills associated with each long-term target), also in “I can” language

The supporting targets serve as a breakdown of each long-term target, sequenced in order of complexity. Once students have mastered these supporting targets (or sub-skills) of each long-term target, they will have mastered the long-term target. If a student needs additional support with a given long-term target, a teacher can look to these supporting targets to assess and remediate.

The charts below show which supporting targets are explicitly taught and formally assessed (either via K–2 Benchmark Assessment or Cycle Assessments) in a given module. (Note that, based on student needs, many more supporting targets than those listed here will be taught during differentiated small group instruction.)

**Note:** X indicates that the standard is explicitly taught during whole group instruction in that module. Once a standard has been introduced and explicitly worked with, if it is not represented with an X in later modules, it means that, although the standard is no longer at the forefront of instruction, it will continue to be present—revisited and reviewed as necessary.

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<sup>1</sup> Each module is approximately eight weeks long, including one flex week. Modules are divided into 1–2 week “cycles” of instruction. Module 1 includes four instructional cycles and Modules 2–4 include seven cycles.

## Print Concepts

### CCSS RF.1: Demonstrate understanding of the organization and basic features of print.

Grade 1 students will demonstrate a mastery of print concepts.

By the end of the year, Grade 1 students can::

- RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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##### Long-term learning target:

- I can identify features of a sentence, including the first word, capital letters, and ending punctuation.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can point to where a sentence begins.	X			
I can point to where a sentence ends.	X			
I can find the capital letters in a sentence.	X			
I can point to the ending punctuation of a sentence.	X			

## Phonological Awareness

### CCSS RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Students in Grade 1 demonstrate increasing competence in hearing and identifying sounds in words, including long and short vowel sounds, consonant blends, and words ending in /l/, /r/, or /x/. Students will manipulate sounds in words with increasing competence and sophistication by blending sounds to make single syllable words and segmenting a whole spoken word into its individual sounds.

By the end of the year, kindergarten students can:

- RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes.).

**RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words.****Long-term learning target:**

- I can identify long and short vowel sounds in (single syllable) words that I hear.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify long and short vowel sounds in single-syllable words that I hear.			X	
I can identify the short vowel sounds for each of the five vowel letters.	X			
I can listen to a single-syllable word and identify the short vowel sound it contains.	X			
I can identify the long vowel sounds of the five vowels.			X	
I can listen to a single-syllable word and identify the long vowel sound it contains.			X	

**RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.****Long-term learning target:**

- I can blend sounds together (including consonant blends) to make a (spoken) word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can blend two phonemes (to form a spoken word).	X			
I can blend three phonemes to form a spoken word.	X			
I can blend four phonemes to form a spoken word.		X		

**RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.****Long-term learning target:**

- Each time my mouth changes position, I can say and hear a different phoneme.
- I can identify phonemes in a one-syllable word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify and say the first phoneme (sound) in a one-syllable word.	X			
I can identify and say the middle vowel phoneme (sound) in a one-syllable word.	X			
I can identify and say the final phoneme (sound) in a one-syllable word.	X			
I can listen to spoken single-syllable words and pronounce the beginning, middle, or ending phonemes (sounds) in CVC words ending with /l/, /r/, or /x/.	X(l)	X(x)		X(r)

**RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).****Long-term learning target:**

- I can say a word and segment (break apart) into its individual consonant and vowel phonemes (in order).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can say a two-phoneme word and segment (break apart) into individual phonemes (sounds) in order.	X			
I can say a three-phoneme word and segment (break apart) into individual phonemes (sounds) in order.	X			
I can say a four-phoneme word and segment (break apart) into individual phonemes (sounds) in order.		X		

## Phonics and Word Recognition

### CCSS RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 1 students will make connections between graphemes and phonemes beyond single letters. They will identify the spellings of consonant digraphs and vowel phonemes with the final -e and common vowel team spellings. They will use this information to decode regularly spelled, one-syllable words. Grade 1 students will also recognize syllable breaks and syllable types in words, using this information to increase efficiency when decoding two-syllable words. They will also decode words with inflectional endings -s, -ed, and -ing and read grade-appropriate, irregularly spelled words with automaticity.

By the end of the year, Grade 1 students can:

- RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- RF.1.3b: Decode regularly spelled one-syllable words.
- RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f: Read words with inflectional endings.
- RF.1.3g: Recognize and read grade-appropriate irregularly spelled words.

### RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

#### Long-term learning target:

- I can identify the new sound that is made when two consonants are put together to make one sound.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can explain that sometimes two letters make one sound in words.	X			
I can identify the sound that corresponds to each of several consonant digraphs: sh, ch, th, wh, ph, ng, ck	X	X		

### RF.1.3b: Decode regularly spelled one-syllable words.

#### Long-term learning target:

- I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.	X	X		

### RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds.

#### Long-term learning target:

- I can identify common spellings for long vowel sounds when I see a word with a vowel in the middle and an e at the end.
- I can identify common spellings for long vowel sounds when I see a word with a vowel team (two vowels that make a long vowel sound) in the middle.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.				X
I can decode a word with a vowel in the middle and a silent e at the end.			X	
I can decode words with other vowel patterns like igh and r-controlled vowels.				X

### RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

#### Long-term learning target:

- I can count the number of syllables in a printed word by identifying the vowel sounds in the word.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word.		X	X	X
I can identify the number of syllables in a word based on the number of vowel sounds.				

### RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables.

**Long-term learning target:**

- I can break a word into two syllables, identify the type of syllables used, and use that information to read the word.
- I can use what I know about the types of syllables to decode (read) a two-syllable word

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can identify the five or six types of syllables in written words.			X	X
I can look at written multisyllabic words and identify the syllable pattern.			X	X
I can decode (read) two-syllable words by thinking about the syllable type.			X	X

### RF.1.3f: Read words with inflectional endings.

**Long-term learning target:**

- I can read words with -s, -ed, -es, and -ing endings.
- I can use what I know about the types of syllables to decode (read) a two-syllable word

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read words with an -s ending.	X	X		
I can read words with an -ed ending.		X	X	X
I can read words with an -ing ending.		X	X	X

### RF.1.3g: Recognize and read grade-appropriate irregularly spelled words.

**Long-term learning target:**

- I can read first-grade words that “don’t play fair” (irregularly spelled words).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read first-grade words that “don’t play fair” in isolation.	X	X	X	X
I can read first-grade words that “don’t play fair” in text.	X	X	X	X

## Fluency

### CCSS RF.4: Read with sufficient accuracy and fluency to support comprehension.

Grade 1 students will read grade-level texts with increasing fluency and understanding.

By the end of the year, Grade 1 students can:

- RF.1.4a: Read grade-level text with purpose and understanding.
- RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.3c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RF.1.4a: Read grade-level text with purpose and understanding.

**Long-term learning target:**

- I can read and understand grade-level texts.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read and understand grade-level texts.	X	X	X	X

### RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression.

**Long-term learning target:**

- I can read aloud and understand the words.
- I can read smoothly, not too fast or too slow, and with expression and meaning.
- I can read accurately (with few or no decoding mistakes).

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can read aloud and understand the words.	X	X	X	X
I can read smoothly, not too fast or too slow, and with expression and meaning.	X	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>
I can read accurately (with few or no decoding mistakes).	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>

### RF.1.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Long-term learning target:**

- I can monitor my own reading for understanding.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can self-correct or confirm a word in a text by asking myself, "Does this make sense?"	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>
I can reread when something doesn't make sense or sound right.	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>

## Conventions of Standard English

### CCSS L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Students in Grade 1 will print all lower and uppercase letters.

By the end of the year, Grade 1 students can:

- L.1.1a: Print all upper and lower case letters.

<sup>2</sup> "RF.1.4b and RF.1.4c are not explicitly taught or formally assessed within a specific module or cycle. Instead, these standards are addressed through ongoing conferring with students during small group work and independent work and are informally practiced during the Decodable Reader Partner Search and Read instructional practice. Refer to the Independent and Small Group Work document (see the K-2 Skills Resource Manual) for more details.

**LK.1a: Print many upper and lower case letters.****Long-term learning target:**

- I can print all upper case letters
- I can print all lower case letters

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can print all upper case letters.	X	X		
I can print all lower case letters.	X	X		

**CCSS L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Students in Grade 1 will recognize and write common spelling patterns correctly. They will spell irregularly spelled, high-frequency words correctly. They will spell phonetically, connecting graphemes to phonemes using knowledge of spelling conventions.

By the end of the year, Grade 1 students can:

- L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.****Long-term learning target:**

- I can use what I know about common spelling patterns to correctly spell words with those common patterns.
- I can correctly spell high-frequency words.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use what I know about common spelling patterns to correctly spell words with those common patterns.	X	X	X	X
I can correctly spell high-frequency words.	X	X	X	X

**L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.****Long-term learning target:**

- I can use what I know about sounds and spelling patterns to help me spell and memorize new words.

Supporting Targets	Module 1	Module 2	Module 3	Module 4
I can use what I know about sounds and spelling patterns to help me spell and memorize new words.	X	X	X	X