

Kindergarten

Pathways to Reading Alignment to CCSS ELA Foundational Reading

Foundational Reading Standards	PTR Alignment
Print Concepts: CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.	
CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.	Reading in Context <ul style="list-style-type: none"> Introduced in small group Unit 1 Concepts of Print and Receptive Reading Ongoing practice during small group instruction
CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters	Reading in Context <ul style="list-style-type: none"> Introduced in small group Unit 1- Concepts of Print and Receptive Reading Practiced during small group instruction
CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.	Reading in Context <ul style="list-style-type: none"> Unit 1- Concepts of Print and Receptive Reading Practiced during small group instruction
CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	Letter Naming <ul style="list-style-type: none"> Large group introduction of all 26 letters of the alphabet beginning in week 1. Large group handwriting practice for lowercase letters weeks 2 -18, uppercase letters weeks 19-31. Differentiated practice weekly in small groups in Units 1-2.
Phonological Awareness: CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.	Rhyming <ul style="list-style-type: none"> Introduced in Large Group in week 9 Differentiated practice weekly in small groups beginning in Unit 2.
CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	Advanced Oral Phonemic Awareness booklet <ul style="list-style-type: none"> Introduced in large group beginning in week 10, continued practiced weekly Differentiated practice weekly in small groups
CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.	Martian Game – PA activity and Advanced Oral PA booklet <ul style="list-style-type: none"> Introduced in large group beginning in week 1, practiced daily through week 3 Differentiated practice weekly in small groups in Units 1-2. Advanced Oral PA booklet Lessons 5 - 6
CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds	Segmenting Practice – Marty the Martian <ul style="list-style-type: none"> Introduced in large group and practiced weeks 7 and 8

<p>(phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Segment and Write</p> <ul style="list-style-type: none"> • Students segment CVC words. • Differentiated practice weekly in small groups beginning in Unit 2. • Word lists follow a scope and sequence to practice basic consonants and both long and short vowels •
<p>CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Old Word New Word</p> <ul style="list-style-type: none"> • Students add, delete and substitute phonemes in CVC words to make new words. Ex: Word chaining – map to mop to top to tap, etc. • Differentiated practice weekly in small groups beginning in Unit 3. • Word lists follow a scope and sequence to practice basic consonants and both long and short vowels <p>Advanced Oral PA booklet</p> <ul style="list-style-type: none"> • Lesson 7 and Lessons 11-18 in both large and small group practice
<p>Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>Lettering Sound Correspondence</p> <ul style="list-style-type: none"> • Large group introduction of all 26 letters of the alphabet beginning in week 1. • Differentiated practice weekly in small groups in Units 1-2. <p>Segment and Write</p> <ul style="list-style-type: none"> • Students segment and spell CVC words. • Differentiated practice weekly in small groups beginning in Unit 2. • Teach lessons and word lists follow a scope and sequence to review and practice basic consonants and the primary sound for each letter.
<p>CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Vowel Practice</p> <ul style="list-style-type: none"> • Large group introduction and practice of vowels beginning week 3. • Differentiated instruction and weekly practice of short vowels in small groups during Units 2-7. • Differentiated instruction and weekly practice of long vowels in small groups during Units 8-13 <p>Segment and Write</p> <ul style="list-style-type: none"> • Students segment and spell CVC words. • Differentiated instruction and weekly practice of short vowels in small groups during Units 2-7.

	<p>Old Word New Word</p> <ul style="list-style-type: none"> • Students add, delete and substitute phonemes in CVC words to make new words. Ex: Word chaining – map to mop to top to tap, etc. • Differentiated instruction and weekly practice of long vowels in small groups during Units 8-13
<p>CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>SNAP and MAP High Frequency Words</p> <ul style="list-style-type: none"> • Introduced in large group beginning in week 2. • Practiced in small group beginning in Unit 4 with SNAP/MAP word cards emphasizing strategies for orthographic mapping.
<p>CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Old Word New Word – Read</p> <ul style="list-style-type: none"> • Students add, delete and substitute phonemes in CVC words to make new words. Ex: Word chaining – map to mop to top to tap, etc. • Differentiated practice weekly in small groups beginning in Unit 3. • Word lists follow a scope and sequence to practice words with both long and short vowels
<p>Fluency: CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	
<p>Read emergent-reader texts with purpose and understanding.</p>	<p>Read in Context – Accuracy Routine Dive Into Reading sentence strips, paragraphs, and PTR Decodable readers</p> <ul style="list-style-type: none"> • Introduced in small group Units 3-5. • On going practice in small group Units 6-13 with an emphasis on independent decoding strategy (spot the vowel, read the rime, read the word) <p>Read in Context – Prosody Routine Dive Into Reading sentence strips, paragraphs, and PTR Decodable readers</p> <ul style="list-style-type: none"> • Introduced in small group Units 3-5 • On going practice in small group Units 6-13 with an emphasis on accuracy, expression, and rate. <p>Read in Context – Meaning Routine Dive Into Reading sentence strips, paragraphs, and PTR Decodable readers</p> <ul style="list-style-type: none"> • Introduced in small group Unit 3-5. • On going practiced in small group Units 6-13 with an emphasis on imagery and inferring emotion based on writing conventions like capital letters, bold words, dialogue, and punctuation.

First Grade

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CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Reading in Context <ul style="list-style-type: none"> • Introduced in small group Unit 1- Features of Sentence • Introduced in small group Unit 2- Prosody with Punctuation • On going practice during small group instruction Pathways to Reading Spelling <ul style="list-style-type: none"> • Practiced weekly in Lessons 1-25 during Sentence to Proof Activity
Phonological Awareness: CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowels in spoken single-syllable words.	Segment and Write <ul style="list-style-type: none"> • Small group Units 4-5 require students to segment words and determine if the vowel is short or long. Old Word New Word <ul style="list-style-type: none"> • Small group Units 4-5 require students to substitute short vowels and long vowels to make new words. Ex: tap to tape, mop to mope
CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Advanced Oral Phonemic Awareness booklet Lessons 5-6, 11, 14, 16, 20, 23, 25 <ul style="list-style-type: none"> • Introduced in large group week 2. • On going practice in large group through week 36. • Differentiated practice weekly in small groups
CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Segment and Write <ul style="list-style-type: none"> • Step 1: Sound leader uses board or fingers to tap out sounds in CVC words prior to spelling sounds • Differentiated practice weekly in small groups beginning in Unit 1.
CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Segment and Write <ul style="list-style-type: none"> • Step 1: Sound leader uses board or fingers to tap out sounds in CVC, CCVC, CVCC, CCCVC words prior to spelling sounds • Differentiated practice weekly in small groups beginning in Unit 1.

Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.	<p>Segment and Write Teach Lessons</p> <ul style="list-style-type: none"> • Introduction in large group of all digraphs beginning in week 1. • Differentiated practice weekly in small groups in Units 1-5 • Word lists follow a scope and sequence to review and practice digraphs. <p>Pathways to Reading Spelling</p> <ul style="list-style-type: none"> • Practiced in Lessons 4, 5, 6
CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.	<p>Read Words – Dive Into Reading word lists or SNAP and MAP word cards</p> <ul style="list-style-type: none"> • Introduced in small group Unit 1. • On going practice in small group Units 2-12 with an emphasis on an efficient decoding strategy (spot the vowel, read the rime, read the word)
CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.	<p>Vowel Practice</p> <ul style="list-style-type: none"> • Large group Introduction of vowels beginning in week 1. <p>Vowel Town teaches both long and short vowel sounds, vowel teams, vowel diphthongs and r-controlled vowels.</p> <p>Segment and Write Old Word New Word</p> <ul style="list-style-type: none"> • In Units 4- 10 word lists follow a scope and sequence to practice words with both long and short vowel sounds, vowel teams, vowel diphthongs and r-controlled vowels.
CCSS.ELA-LITERACY.RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p>Read Words – MS strategy</p> <ul style="list-style-type: none"> • Introduced in large group week 19. • Practiced in small group Unit 9. <p>Pathways to Reading Spelling</p> <ul style="list-style-type: none"> • Practiced in Lesson 23
CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>Read Words – MS strategy</p> <ul style="list-style-type: none"> • Introduced in large group week 19. • Practiced in small group Units 9-10 with an emphasis on an efficient MS decoding strategy (spot the vowel, chunk the syllables, read the word)
CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.	<p>Read Words – MS strategy</p> <ul style="list-style-type: none"> • Introduced in large group week 21 -23. • Practiced in small group Units 11-13 with an emphasis on strategy (find the instant syllable, spot other vowels, chunk the syllables, read the word)

<p>CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p>	<p>SNAP and MAP High Frequency Words</p> <ul style="list-style-type: none"> • Introduced in large group beginning in week 1. • Practiced in small group beginning in Unit 2 with SNAP/MAP word cards emphasizing strategies for orthographic mapping. • On going practice in small group Units 2-15
<p>Fluency: CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.</p>	<p>Read in Context – Comprehension Routine</p> <ul style="list-style-type: none"> • Introduced in small group Unit 1. • Practiced in small group utilizing Dive Into Reading sentence strips, paragraphs, and decodable readers. • Routines have an emphasis on sentence imagery and verbalizing to enhance understanding and connection to the text. In addition, students also practice predicting, exploring new vocabulary, inferring character emotions, understanding the author’s purpose and retelling. • On going practice in small group Units 2-15
<p>CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Read in Context – Fluency Routine</p> <ul style="list-style-type: none"> • Introduced in small group Unit 1. • Practiced in small group utilizing Dive Into Reading sentence strips, paragraphs, and PTR Decodable readers • Routines have an emphasis on accuracy, expression, and rate. • On going practice in small group Units 2-15
<p>CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read in Context Routines with Rereads</p> <ul style="list-style-type: none"> • Introduced in small group Unit 1. • Apply independent decoding strategy • Routines use re-reading to confirm accuracy and meaning • Teacher gives feedback for accuracy • Peer practice for accuracy and rate mental images • On going practice in small group Units 2-15

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