

Quick Alignment Checklists for Foundational Skills Materials in 1st Grade

The following components are items which should be a part of healthy 1st grade literacy materials for foundational skills success.

- Print Concepts (Standard #1)
- Phonological Awareness (Standard #2)
- Phonics (Standard #3)
- Fluency (Standard #4)
- Aligned practice materials
- Frequent and regular assessments
- Abundant materials for students who need more support and practice
- Considerable amount of time spent on what students need

Assess students on the Kindergarten foundational skills to determine if those are mastered. If not, begin instruction in small group settings with those standards before beginning with the 1st grade foundational skill standards.

| Materials Should Provide Frequent Opportunities to Acquire Print Concepts | |
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| | RF.1.1: Demonstrate understanding of the organization and basic features of print. |
| | 1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |

| Materials Should Provide Frequent Opportunities to Acquire Phonological Awareness | |
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| | RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| | 2a: Distinguish long from short vowel sounds in spoken single-syllable words. |
| | 2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| | 2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| | 2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

In addition to the standards above, instruction and materials should also include the following:

- An explicit scope and sequence of phonics and word recognition that includes print concepts, phonological awareness and fluency.
- Daily practice of foundational skills in and out of context.
- Explicit instruction on how students should apply phonological awareness skills in reading.
- Regular needs assessments to help teachers determine student mastery of skills.
- Small group guidance lasting from 15-30 minutes (although instruction may be done with the whole class).

| Materials Should Provide Sufficient Opportunities to Acquire Phonics | |
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| | RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. |
| | 3a: Know the spelling-sound correspondences for common consonant digraphs. |
| | 3b: Decode regularly spelled one-syllable words. |
| | 3c: Know final -e and common vowel team conventions for representing long vowel sounds. |
| | 3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| | 3e: Decode two-syllable words following basic patterns by breaking the words into syllables. |
| | 3f: Read words with inflectional endings. |
| | 3g: Recognize and read grade-appropriate irregularly spelled words. |

In addition to the standards above, the instruction and materials should also include the following:

- Skills-based scope & sequence that is sequential
- Phonics instruction that is taught in and out of context.
- Regular practice with texts and word lists (decodable/and or high frequency) to support accuracy and automaticity of decoding and word recognition.
- Frequent and regular assessments (daily - once a week).
- Instruction and materials for students to engage with phonics up to 60 minutes a day for students who need it.
- Guidance and resources for students who need more.

| Materials Should Provide Sufficient Opportunities to Acquire Fluency | |
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| | RF.1.4: Read with sufficient accuracy and fluency to support comprehension. |
| | 4a: Read grade-level text with purpose and understanding. |
| | 4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| | 4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

In addition to the above standards, instruction and materials should include the following:

- Student engagement in a volume of reading beyond instruction.
- Adequate materials to provide additional guidance and resources for students who need more.
- Additional suggestions for activities, tasks, games, etc., for students to master the standards (classroom schedules may need to be adjusted).
- Weekly assessments to monitor progress toward mastery of discrete skills, inform differentiated groupings for practice and support, and place into motion protocols for identification of students who may need further remediation.

Students who do not reach proficiency levels on the first exposures to the foundations of reading will need MORE exposures and experiences. Otherwise they risk becoming the students reading five or more years below grade level in high school – the ones who rarely graduate. (Hernandez, 2011).