



Standards Alignment

California Common Core Standards: English Language Arts & Literacy

Kindergarten

Reading Standards: Foundational Skills

- **RF.1 Demonstrate understanding of the organization and basic features of print:**
 - d. Recognize and name all upper- and lowercase letters of the alphabet
- **RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes):**
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
 - f. blend two or three phonemes into recognizable words
- **RF.3 Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words both in isolation and in text:**
 - 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.

Set 1 (Pre Emergent)
Beginning Sounds: m, s,
a, t, d

Set 3 (Pre Emergent)
Beginning Sounds: r, u, l,
w, g, h

Set 5 (Pre Emergent)
Beginning Sounds: j, qu,
x, z

Early Decodables (Kindergarten)
Short Sentences with
CVC Words

Set 7 (Kindergarten)
Short i CVC

Set 9 (Kindergarten)
Short u CVC

Set 11a (Kindergarten)
Introduction to Digraph:
ck

Set 13a (Kindergarten)
Introduction to Digraph:
th [voiced; unvoiced]

Set 2 (Pre Emergent)
Beginning Sounds: i, c, o,
n, f

Set 4 (Pre Emergent)
Beginning Sounds: k, v, p,
b, y, e

Word Books (Pre Emergent)
Blending CVC Words

Set 6 (Kindergarten)
Short a CVC

Set 8 (Kindergarten)
Short o CVC

Set 10 (Kindergarten)
Short e CVC

Set 12a (Kindergarten)
Introduction to Digraph:
sh

Set 14a (Kindergarten)
Introduction to Digraph:
ch



- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel.)
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

- **RF.4 Read emergent-reader texts with purpose and understanding.**

Set 15a (*Kindergarten*)

Introduction to Digraph:

wh



- **RF.2 Demonstrate understanding of spoken words, syllables, and sounds:**
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text:**
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.
- **RF.4 Read with sufficient accuracy and fluency to support comprehension:**
 - a. Read on-level text with purpose and understanding.

Set 11 (First Grade)
Digraphs: sh, ck

Set 13 (First Grade)
Digraph: ch

Set 15 (First Grade)
Digraph: wh

Set 17 (First Grade)

- S-Blends
- Double Consonants (ff, ll, ss)

Set 19 (First Grade)
Contractions

Set 21 (First Grade)
-nd, -nk, -nt

Set 23 (First Grade)
-lt, -lk

Set 25 (First Grade)
-sk, -mp

Set 27 (First Grade)
Long Vowel i_e

Set 29 (First Grade)
Long Vowels u_e and e_e

Set 31 (First Grade)

- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

Set 12 (First Grade)
Digraph: th

Set 14 (First Grade)
Digraph: -ng

Set 16 (First Grade)

- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

Set 18 (First Grade)

- R-Blends
- Double Consonants (dd, zz)

Set 20 (First Grade)
Inflectional Endings: Three Sounds of -ed

Set 22 (First Grade)
-st, -ft, -ct, -pt

Set 24 (First Grade)
-ld, -lf, -lp

Set 26 (First Grade)
Long Vowel a_e

Set 28 (First Grade)
Long Vowel o_e

Set 30 (First Grade)
Trigraphs -dge and -tch

Set 32 (First Grade)

- R-Controlled or
- Inflectional Endings: With Changes (-ed)



First Grade

Reading Standards: Foundational Skills

Set 33 (*First Grade*)

- R-Controlled er
- Inflectional Endings:
With Changes (-ing)

Set 35 (*First Grade*)

- Words Ending in y
- Digraph: ph

Set 37 (*Second Grade*)

Long a Vowel Teams: ai, ay

Set 39 (*Second Grade*)

Long i Vowel Teams: ie, igh

Set 34 (*First Grade*)

R-Controlled ir, ur

Set 36 (*Second Grade*)

Long e Vowel Teams: ee, ea, ey

Set 38 (*Second Grade*)

Long o Vowel Teams: oa, oe, ow



Second Grade

Reading Standards: Foundational Skills

- **RF.3 Know and apply grade-level phonics and word analysis skills to support decoding words both in isolation and in text:**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

- **RF.4 Read with sufficient accuracy and fluency to support comprehension:**

- a. Read on-level text with purpose and understanding.

Set 36 (Second Grade)

Long e Vowel Teams: ee, ea, ey

Set 38 (Second Grade)

Long o Vowel Teams: oa, oe, ow

Set 40 (Second Grade)

- Diphthongs: oy, oi
- Vowel Team: eigh

Set 42 (Second Grade)

Vowel Teams: au, aw, augh

Set 44 (Second Grade)

Vowel Teams: ew, ue, ui

Set 46 (Second Grade)

Consonant le Syllables

Set 48 (Second Grade)

- Long a Vowel r /air/
- Long e vowel r /ear/

Set 50 (Second Grade)

- Suffixes: -less, -ful, -ly
- Silent Letters: gn, kn, wr, mb

Set 52 (High-Interest)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 54 (High-Interest)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

Set 37 (Second Grade)

Long a Vowel Teams: ai, ay

Set 39 (Second Grade)

Long i Vowel Teams: ie, igh

Set 41 (Second Grade)

Vowel Team: oo

Set 43 (Second Grade)

Diphthongs: ow, ou

Set 45 (Second Grade)

Short e and Long a Vowel Teams: ea

Set 47 (Second Grade)

Soft c and g

Set 49 (Second Grade)

- Multiple Sounds of ough
- Multisyllabic Words

Set 51 (High-Interest)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 53 (High-Interest)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 55 (High-Interest)

Prefixes/Roots/Suffixes: bi-, tri-, -able, -ible, -inter, -ance, -ence



- **RF.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text:**
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode and encode words with common Latin suffixes.
 - c. Decode and encode multisyllable words.

Set 51 (*High-Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 52 (*High-Interest*)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 53 (*High-Interest*)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

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Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

Set 55 (*High-Interest*)

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

Set 56 (*High-Interest*)

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

Set 57 (*High-Interest*)

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

Set 58 (*High-Interest*)

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

Set 59 (*High-Interest*)

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

Set 60 (*High-Interest*)

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively



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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Set 51 (*High-Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

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