Just Right Reader

Literacy Foundations

Standards Alignment

Colorado Academic Standards: Reading, Writing, and Communicating

Kindergarten

Units 1–10

Oral Expression and Listening

1. Communicate using verbal and nonverbal language.

- a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Reading for All Purposes

3. Develop basic reading skills through the use of foundational skills.

- a. Demonstrate understanding of the organization and basic features of print.
  - Recognize and name all upper- and lowercase letters of the alphabet.
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Blend and segment the onset and rime of single-syllable spoken words.
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words.
  - Identify phonemes for letters.

Phonological Awareness
Level 1 *(Word Awareness)*
Lessons 1–3

Phonological Awareness
Level 2 *(Rhyme Awareness)*
Lessons 1–3

Phonological Awareness
Level 3 *(Syllable Awareness)*
Lessons 1–6

Phonological Awareness
Level 4 (*Onset and Rime*)
Lessons 1–4

Phonological Awareness
Level 5 (*Phoneme Isolation*)
Lessons 1–5

Phonological Awareness Review Lessons *(Phoneme Blending, Segmenting & Manipulation)*

Set 1
Beginning Sounds:
m, s, a, t, d

Set 2
Beginning Sounds:
c, r, n, l, i

Set 3
Beginning Sounds:
p, b, f, v, e

Kindergarten

Units 1–10

- c. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
  - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight.

- d. Read emergent-reader texts with purpose and understanding.

- f. Identify and manipulate sounds.
  - Identify the initial, medial, and final phoneme (speech sound) of spoken words.

Writing and Composition

4. Use appropriate mechanics and conventions when creating simple texts.

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Print many upper- and lowercase letters.
  - Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes).

Set 4
Beginning Sounds:
k, g, w, h, o

Set 5
Beginning Sounds:
j, y, x, z, q, u

Word Books
Blending CVC Words

Early Decodables
Short Sentences with CVC Words

Set 6
Short a CVC

Set 7
Short i CVC

Set 8
Short o CVC

Set 9
Short u CVC

Set 10
Short e CVC

Set 11a
Introduction to Digraph: ck

Set 12a
Introduction to Digraph: sh

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

Set 14a
Introduction to Digraph: ch

Set 15a
Introduction to Digraph: wh

Kindergarten

Units 1–10

Set 16
- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

Set 17
- S-Blends
- Double Consonants (ff, ll, ss)

Set 18
- R-Blends
- Double Consonants (dd, zz)

First Grade

Units 1–9

Oral Expression and Listening

1. Communicate using verbal and nonverbal language to express and receive information.

- a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Reading for All Purposes

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- c. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Know the spelling-sound correspondences for common consonant digraphs.

Set 6
Short a CVC

Set 7
Short i CVC

Set 8
Short o CVC

Set 9
Short u CVC

Set 10
Short e CVC

Set 11
Digraphs: sh, ck

Set 12
Digraph: th

Set 13
Digraph: ch

Set 14
Digraph: -ng

Set 15
Digraph: wh

Set 16
- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

Set 17
- S-Blends
- Double Consonants (ff, ll, ss)

Set 18
- R-Blends
- Double Consonants (dd, zz)

Set 19
Contractions

Set 20
Inflectional Endings: Three Sounds of -ed

Set 21
-nd, -nk, -nt

Set 22
-st, -ft, -ct, -pt

Set 23
-lt, -lk

Set 24
-ld, -lf, -lp

Set 25
-sk, -mp

Set 26
Long Vowel a_e

Set 27
Long Vowel i_e

Set 28
Long Vowel o_e

Set 29
Long Vowels u_e and e_e

Set 30
Trigraphs -dge and -tch

Set 31
- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

- Decode regularly spelled one-syllable words.
- Know final -e and common 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.
- Read words with inflectional endings.
- Read grade-appropriate irregularly spelled words.
- Use onsets and rimes to create new words
- Accurately decode unknown words that follow a predictable letter/sound relationship
- Read with sufficient accuracy and fluency to support comprehension:
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.

Writing and Composition

4. Use appropriate grammar, spelling, capitalization, and punctuation.

- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Set 32
- R-Controlled or
- Inflectional Endings: With Changes (-ed)

Set 33
- R-Controlled er
- Inflectional Endings: With Changes (-ing)

Set 34
R-Controlled ir, ur

Set 35
- Words Ending in y
- Digraph: ph

Set 36
Long e Vowel Teams: ee, ea, ey

Set 37
Long a Vowel Teams: ai, ay

Set 38
Long o Vowel Teams: oa, oe, ow

Set 39
Long i Vowel Teams: ie, igh

Set 40
- Diphthongs: oy, oi
- Vowel Team: eigh

Set 41
Vowel Team: oo

Set 42
Vowel Teams: au, aw, augh

Set 43
Diphthongs: ow, ou

Set 44
Vowel Teams: ew, ue, ui

Set 45
Short e and Long a Vowel Teams: ea

Set 46
Consonant -le Syllables

Second Grade

Units 1–8

Oral Expression and Listening

1. Engage in dialogue and learn new information through active listening.

- a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Reading for All Purposes

3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

- a. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Read multisyllabic words accurately and fluently.
  - Decode regularly spelled two-syllable words with long vowels.

Set 16
- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

Set 17
- S-Blends
- Double Consonants (ff, ll, ss)

Set 18
- R-Blends
- Double Consonants (dd, zz)

Set 19
Contractions

Set 20
Inflectional Endings: Three Sounds of -ed

Set 21
-nd, -nk, -nt

Set 22
-st, -ft, -ct, -pt

Set 23
-lt, -lk

Set 24
-ld, -lf, -lp

Set 25
-sk, -mp

Set 26
Long Vowel a_e

Set 27
Long Vowel i_e

Set 28
Long Vowel o_e

Set 29
Long Vowels u_e and e_e

Set 30
Trigraphs -dge and -tch

Set 31
- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

Set 32
- R-Controlled or
- Inflectional Endings: With Changes (-ed)

Set 33
- R-Controlled er
- Inflectional Endings: With Changes (-ing)

Set 34
R-Controlled ir, ur

Set 35
- Words Ending in y
- Digraph: ph

Set 36
Long e Vowel Teams: ee, ea, ey

Set 37
Long a Vowel Teams: ai, ay

- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Read grade-appropriate irregularly spelled words.

- d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - Determine the meaning of the new word formed when a known prefix is added to a known word.
  - Use a known root word as a clue to the meaning of an unknown word with the same root.

Set 38
Long o Vowel Teams: oa, oe, ow

Set 39
Long i Vowel Teams: ie, igh

Set 40
- Diphthongs: oy, oi
- Vowel Team: eigh

Set 41
Vowel Team: oo

Set 42
Vowel Teams: au, aw, augh

Set 43
Diphthongs: ow, ou

Set 44
Vowel Teams: ew, ue, ui

Set 45
Short e and Long a Vowel Teams: ea

Set 46
Consonant le Syllables

Set 47
Soft c and g

Set 48
- Long a Vowel r /air/
- Long e vowel r /ear/

Set 49
- Multiple Sounds of ough
- Multisyllabic Words

Set 50
- Suffixes: -less, -ful, -ly
- Silent Letters: gn, kn, wr, mb

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

Set 54 *(High-Interest)*
Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

Set 55 *(High-Interest)*
Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence