Just Right Reader

Standards Alignment

Iowa Academic Standards: Reading & Writing

Pre-Kindergarten

Early Learning Standards

Area 6: Communication, Language, and Literacy

- Standard 6.2 Early Literacy
  - 6.2.PS Children engage in early reading experiences.
- Standard 6.3 Early Writing
  - 6.3.PS Children engage in early writing experience

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

Set 2 *(Pre-Emergent)*
Beginning Sounds: c, r, n, l, i

Set 3 *(Pre-Emergent)*
Beginning Sounds: p, b, f, v, e

Set 4 *(Pre-Emergent)*
Beginning Sounds: k, g, w, h, o

Set 5 *(Pre-Emergent)*
Beginning Sounds: j, y, x, z, q, u

Word Books *(Pre-Emergent)*
Blending CVC Words

Kindergarten

Reading & Writing 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.

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

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

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

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

Kindergarten

Reading & Writing Standards: Foundational Skills

- **RF.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds):**
  - c. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **RF.3 Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words:**
  - a. Demonstrate basic knowledge of phoneme-grapheme (one-to-one, letter-sound) correspondences by producing the primary and most frequent sounds for each consonant.
  - b. Associate the long and short sounds with common graphemes (spellings) for the five major vowels.
  - c. Read common high-frequency words with accuracy and automaticity (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.4 Orally read grade-appropriate text with purpose and understanding.**
- **WF.1 Print with scaffolding and support for a variety of tasks and purposes:**
  - a. Form many upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).

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

Word Books *(Pre Emergent)*
Blending CVC Words

Early Decodables *(Kindergarten)*
Short Sentences with CVC Words

Set 6 *(Kindergarten)*
Short a CVC

Set 7 *(Kindergarten)*
Short i CVC

Set 8 *(Kindergarten)*
Short o CVC

Set 9 *(Kindergarten)*
Short u CVC

Set 10 (Kindergarten)
Short e CVC

Set 11a *(Kindergarten)*
Introduction to Digraph: ck

Set 12a *(Kindergarten)*
Introduction to Digraph: sh

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

Set 14a *(Kindergarten)*
Introduction to Digraph: ch

Set 15a *(Kindergarten)*
Introduction to Digraph: wh

First Grade

Reading & Writing Standards: Foundational Skills

- **RF.2 Demonstrate the ability to identify and manipulate individual sounds in spoken words:**
  - a. Distinguish long from short vowel phonemes (sounds) in single-syllable words.
  - b. Orally produce single-syllable words by blending phonemes (sounds), including consonant blends.
- **RF.3 Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words:**
  - a. Decode and encode one-syllable words with common consonant digraphs.
  - b. Decode and encode regularly spelled one-syllable words with closed syllables and consonant blends.
  - c. Decode and encode regularly spelled one-syllable words with final-e (VCe) patterns. Decode regularly spelled one-syllable words with common vowel team patterns that represent long vowel sounds.
  - f. With prompting and support, decode and encode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

Set 11 *(First Grade)*
Digraphs: sh, ck

Set 12 *(First Grade)*
Digraph: th

Set 13 (First Grade)
Digraph: ch

Set 14 *(First Grade)*
Digraph: -ng

Set 15 *(First Grade)*
Digraph: wh

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

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

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

Set 19 (*First Grade*)
Contractions

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

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

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

Set 23 (First Grade)
-lt, -lk

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

Set 25 (*First Grade*)
-sk, -mp

Set 26 *(First Grade)*
Long Vowel a_e

Set 27 *(First Grade)*
Long Vowel i_e

Set 28 *(First Grade)*
Long Vowel o_e

Set 29 *(First Grade)*
Long Vowels u_e and e_e

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

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

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

- g. Read grade-appropriate high frequency words with accuracy and automaticity.

- **RF.4 Read with sufficient accuracy and fluency to support comprehension:**
  - a. Read grade-level text with purpose and understanding.
  - b. Use decoding skills to self-correct word recognition, rereading as necessary.

- **WF.1 Print independently and legibly for a variety of tasks and purposes:**
  - a. Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing.

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

Set 34 *(First Grade)*
R-Controlled ir, ur

Set 35 *(First Grade)*
- Words Ending in y
- Digraph: ph

Set 36 *(Second Grade)*
Long e Vowel Teams: ee, ea, ey

Set 37 *(Second Grade)*
Long a Vowel Teams: ai, ay

Set 38 *(Second Grade)*
Long o Vowel Teams: oa, oe, ow

Set 39 *(Second Grade)*
Long i Vowel Teams: ie, igh

Second Grade

Reading & Writing Standards: Foundational Skills

- **RF.3 Know and apply grade-level phonics and word analysis skills to support decoding and encoding words:**
  - a. Decode and encode long and short vowels in regularly-spelled one-syllable words.
  - b. Decode and encode common vowel teams. With prompting and support, decode and encode additional vowel teams.
  - c. Decode and encode regularly spelled two-syllable or multisyllabic words.
  - d. Decode and encode words with common prefixes and suffixes.
  - e. With prompting and support, decode and encode words with inconsistent but common spelling sound correspondences.
  - f. Read grade-appropriate high frequency words with accuracy and automaticity.

- **RF.4 Read with sufficient accuracy and fluency to support comprehension:**
  - a. Read grade-level text with purpose and understanding.
  - b. Use decoding skills to self-correct word recognition, rereading as necessary.

Set 36 *(Second Grade)*
Long e Vowel Teams: ee, ea, ey

Set 37 *(Second Grade)*
Long a Vowel Teams: ai, ay

Set 38 *(Second Grade)*
Long o Vowel Teams: oa, oe, ow

Set 39 *(Second Grade)*
Long i Vowel Teams: ie, igh

Set 40 (*Second Grade*)
- Diphthongs: oy, oi
- Vowel Team: eigh

Set 41 *(Second Grade)*
Vowel Team: oo

Set 42 *(Second Grade)*
Vowel Teams: au, aw, augh

Set 43 (*Second Grade*)
Diphthongs: ow, ou

Set 44 *(Second Grade)*
Vowel Teams: ew, ue, ui

Set 45 *(Second Grade)*
Short e and Long a Vowel Teams: ea

Set 46 *(Second Grade)*
Consonant le Syllables

Set 47 *(Second Grade)*
Soft c and g

Set 48 *(Second Grade)*
- Long a Vowel r /air/
- Long e vowel r /ear/

Set 49 *(Second Grade)*
- Multiple Sounds of ough
- Multisyllabic Words

Set 50 *(Second Grade)*
- 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

Third Grade

Reading & Writing Standards: Foundational Skills

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

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

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

Fourth Grade

Reading & Writing Standards: Foundational Skills

- **RF.3 Know and apply grade-level phonics and word analysis skills to support decoding and encoding word:**
  - a. Accurately read unfamiliar multisyllabic words in and out of context using sound-spelling correspondences, syllabication patterns, and morphology (e.g., roots and affixes).

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

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

Fifth Grade

Reading & Writing Standards: Foundational Skills

- **RF.3 Know and apply grade-level phonics and word analysis skills to support decoding and encoding words:**
  - a. Accurately read unfamiliar multisyllabic words in and out of context using combined knowledge of all sound-spelling correspondences, syllabication patterns and morphology (e.g., roots and affixes).

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

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