



Standards Alignment

New York State Next Generation English Language Arts Learning Standards

Pre-Kindergarten

Foundational Skills | PKRF

- **PK.RF.1 Demonstrate understanding of the organization and basic features of print:**
 - d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name
- **PK.RF.2 Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes):**
 - c. Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map)
- **PK.RF.3 Demonstrate emergent phonics and word analysis skills:**
 - a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

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

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

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



- **K.RF.1 Demonstrate understanding of the organization and basic features of print:**
 - d. Recognize and name all upper- and lowercase letters of the alphabet.
- **K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words:**
 - a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
 - b. Decode short vowel sounds with common spellings.
 - c. Decode some regularly spelled one-syllable words.
 - d. Read common high-frequency words by sight.

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 15a (Kindergarten)
Introduction to Digraph: wh

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



1.RF.3 Know and apply phonics and word analysis skills in decoding words:

- a. Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
- b. Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).
- c. Decode regularly spelled one-syllable words
- f. Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)
- g. Read most common high-frequency words by sight

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

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

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

Set 12 (First Grade)
Digraph: th

Set 14 (First Grade)
Digraph: -ng

Set 16 (First Grade)
L-Blends

Set 18 (First Grade)
R-Blends

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 33 (First Grade)

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

Set 35 (First Grade)

- Words Ending in y
- Digraph: ph



First Grade

Foundational Skills | 1RF

Set 36 (*Second Grade*)

Long e Vowel Teams: ee,
ea, ey

Set 38 (*Second Grade*)

Long o Vowel Teams: oa,
oe, ow

Set 37 (*Second Grade*)

Long a Vowel Teams: ai,
ay

Set 39 (*Second Grade*)

Long i Vowel Teams: ie,
igh



2.RF.3 Know and apply phonics and word analysis skills in decoding words:

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).
- b. Decode short and long vowel sounds in two-syllable words.
- c. Decode regularly spelled two-syllable words.
- d. Recognize and identify root words and common suffixes and prefixes.
- e. Read all common high-frequency words by sight.

Set 26 (First Grade)
Long Vowel a_e

Set 28 (First Grade)
Long Vowel o_e

Set 31 (First Grade)

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

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 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 27 (First Grade)
Long Vowel i_e

Set 29 (First Grade)
Long Vowels u_e and e_e

Set 32 (First Grade)

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

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

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



- **3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words:**
 - a. Identify and know the meaning of the most common prefixes and suffixes.
 - b. Decode multisyllabic words.
 - c. Identify, know the meanings of, and decode words with suffixes.

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



- **4.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

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



- **5.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

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

