



# Standards Alignment

## Arizona Standards: English Language Arts

### Kindergarten

### Reading Standards: Foundational Skills

- **RF.1 Demonstrate understanding of the organization and basic features of print:**
  - f. 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.
- **RF.3 Know and apply word analysis skills in decoding words:**
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.
  - b. Decode regularly spelled closed-syllable words.

**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



## Kindergarten

### Reading Standards: Foundational Skills

- c. Read 50 common high-frequency words by sight from a research-based word list.
- **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 (phonemes):**
  - a. Distinguish long from short vowel sounds in spoken single-syllable words.
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words:**
  - a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - d. Recognize and apply all six syllable types when decoding grade level texts.
  - e. Read words with inflectional endings.
  - f. Recognize and read grade-appropriate irregularly spelled words.

**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 41 (*Second Grade*)

Vowel Team: oo

### Set 43 (*Second Grade*)

Diphthongs: ow, ou

### 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



## Second Grade

### Reading Standards: Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Identify and apply all six syllable types to decode appropriate grade-level text.
- 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.

**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 phonics and word analysis skills in decoding one-syllable or multisyllabic words:**

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Apply knowledge of the six syllable types to read grade-level words accurately.

**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

