Just Right Reader

Standards Alignment

Texas Prekindergarten Guidelines & Texas Essential Knowledge & Skills

PK3

Emergent Literacy: Language & Communication and Reading Domains

- **PK3.II.D.1** Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.
- **PK3.II.D.3** Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.
- **PK3.III.B.5** Child participates in oral syllabication activities.
- **PK3.III.B.6** Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.
- **PK3.III.B.8** Child participates in onset-rime blending activities (in English only).
- **PK3.III.D.3** Child asks and answers age-appropriate questions about a book.
- **PK3.IV.C.3** Child begins to write using letter-like forms.

Early Childhood Knowledge Building Library

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

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

PK4

Emergent Literacy: Language & Communication and Reading Domains

- **PK4.II.D.1** Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
- **PK4.II.D.3** Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.
- **PK4.III.B.1** Child identifies the individual words in a spoken sentence.
- **PK4.III.B.4** Child manipulates compound words with pictorial or gestural support.
- **PK4.III.B.5** Child begins to blend and segment syllables in multisyllabic words.
- **PK4.III.B.6** Child identifies rhyming words.
- **PK4.III.B.7** Child identifies alliterative words with pictorial support.
- **PK4.III.B.8** Child identifies a familiar one-syllable word that is segmented by onset and rime.
- **PK4.III.B.9** Child blends and segments one-syllable words by phonemes with visual or gestural support.
- **PK4.III.C.1** Child recognizes and names at least 20 letters (upper- or lower-case letters).
- **PK4.III.C.2** Child recognizes at least 20 distinct letter-sound correspondences.
- **PK4.III.C.3** Child produces at least 20 distinct letter-sound correspondences.
- **PK4.III.D.2** Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- **PK4.III.D.3** Child asks and responds to questions relevant to the text read aloud.
- **PK4.IV.C.2** Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.
- **PK3.IV.C.3** Child begins to write using letter-like forms.

Early Childhood Knowledge Building Library

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

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

Kindergarten

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

K.2.b Demonstrate and apply phonetic knowledge by:

- i. identifying and matching the common sounds that letters represent;
- ii. using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

K.2.d. Demonstrate print awareness by:

- v. identifying all uppercase and lowercase letters

K.2.e. Develop handwriting by:

- accurately forming all uppercase and lowercase letters using appropriate directionality.

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

Set 2
Beginning Sounds: i, c, o, n, f

Set 3
Beginning Sounds: r, u, l, w, g, h

Set 4
Beginning Sounds: k, v, p, b, y, e

Set 5
Beginning Sounds: j, qu, x, z

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

First Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

1.2.b Demonstrate and apply phonetic knowledge by:

- i. decoding words in isolation and in context by applying common letter sound correspondences;
- ii. decoding words with initial and final consonant blends, digraphs, and trigraphs;
- iii. decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
- iv. using knowledge of base words to decode common compound words and contractions;
- v. decoding words with inflectional endings, including -ed, -s, and -es;

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

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)

First Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

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

Set 34
R-Controlled ir, ur

Set 35
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

Second Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

2.2.b Demonstrate and apply phonetic knowledge by:

- i. decoding words with short, long, or variant vowels, trigraphs, and blends;
- ii. decoding words with silent letters such as knife and gnat;
- iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- iv. decoding compound words, contractions, and common abbreviations;
- v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- vi. decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

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

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

Second Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

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
- Multisyllabic Words
- Multiple sounds of ough

Set 50
Silent Letters: gn, kn, wr, mb

Set 51
Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 52
Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 53
Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 54
Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

Set 55
Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

Third Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

3.2.b Demonstrate and apply phonetic knowledge by:

- i. decoding multisyllabic words with multiple sound-spelling patterns;
- ii. decoding multisyllabic words with closed syllables;
- iii. decoding multisyllabic words with open syllables;
- iv. decoding multisyllabic words with VCe syllables;
- v. decoding multisyllabic words with vowel teams, including digraphs;
- vi. decoding multisyllabic words with vowel teams, including diphthongs;
- vii. decoding multisyllabic words with r-controlled syllables
- viii. decoding multisyllabic words with final stable syllables
- ix. decoding compound words
- x. decoding contractions
- xii. decoding words using knowledge of syllable division patterns
- xiii. decoding words using knowledge of prefixes
- xiv. decoding words using knowledge of suffixes, including how they can change base words
- xv. & xvi. identifying and reading high-frequency words from a research-based list

Decodable Plus Set 1
(Multisyllabic Words)
- Closed/Open Syllable Review
- Silent e

Decodable Plus Set 2
(Multisyllabic Words)
- Closed/Open Syllable Review
- R-Controlled Syllables

Decodable Plus Set 3
(Multisyllabic Words)
- Long E Vowel Team Syllables
- Long A Vowel Team Syllables
- Long O Vowel Team Syllables
- Long I Vowel Team Syllables

Decodable Plus Set 4
(Multisyllabic Words)
- oo Vowel Team Syllables
- au, augh, aw Vowel Team Syllables
- Long U Vowel Team Syllables

Decodable Plus Set 5
(Multisyllabic Words)
Diphthong Syllables

Decodable Plus Set 6
(Multisyllabic Words)
Multiple Sound-Spelling Pattern Syllables

Decodable Plus Set 7
(Multisyllabic Words)
Compound Multisyllabic Words

Decodable Plus Set 8
(Multisyllabic Words)
Final Stable Syllables

Set 51
Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 52
Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 53
Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 54
Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

Set 55
Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence