



CCSS ELA* (1st Grade) alignment to Really Great Reading's Blast Program

Domain	Cluster	Standard	Expectation	3-5 Citations
Reading Standards: Foundational Skills RF.1.	Print Concepts	R.F.1.1. Demonstrate understanding of the organization and basic features of print.	R.F.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Supplemental Resources in Blast Online contains a downloadable packet of print concept lessons. Supplemental Concepts of Print Lesson 8 explicitly teaches that printed words are separated by spaces in sentences and that sentences begin with capital letters and end with punctuation marks. These sentence features are reinforced in Supplemental Concepts of Print Lessons 9 and 10.
Reading Standards: Foundational Skills RF.1.	Phonological Awareness	R.F.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	R.F.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.	Unit 3, Lesson 2, p. 86 - Students segment, blend, isolate and categorize phonemes in single-syllable spoken words through the process of "finger-stretching." The focus of this work is on vowel phonemes. Long and short a are introduced and practiced concurrently, and students are asked to categorize the vowel sounds in words like "mad" and "made" or "kit" and "kite." Unit 4, Lesson 2, p. 122 - Long and short i are introduced and practiced in the manner detailed above. * Long and short u, o, and e are taught and practiced in subsequent units in the manner detailed above (p. 156, 186, 218) Unit 11, Lesson 2, p. 353 - Students segment the phonemes in words before identifying and categorizing the vowel phoneme. This activity includes all long and short vowels, and students are explicitly asked to identify whether the vowel sound is long or short.
Reading Standards: Foundational Skills RF.1.	Phonological Awareness	R.F.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	R.F.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Unit 4, Lesson 2, p. 127 - Students blend detached phonemes, including digraphs and consonant blends, to produce single-syllable words with long and short vowel phonemes. Unit 12, Lesson 2, p. 386 - Students blend detached phonemes, including digraphs (p. 387, 388) and consonant blends (p. 388), to produce single-syllable words with long and short vowel phonemes. (They also complete a similar activity in Unit 4, Lesson 2 on p. 128, Unit 5, Lesson 2 on p. 162, and Unit 7, Lesson 2 on p. 224, where they blend phonemes in words with consonant blends.) Unit 17, Lesson 2, p. 68 (Teacher Guide 2) - Students blend detached phonemes, including r-controlled vowel phonemes, digraphs and consonant blends, to produce single-syllable words with long and short vowel phonemes. *This activity is reproduced in many units. Subsequent units include "other" or variant vowels as well.

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Reading Standards: Foundational Skills RF.1.	Phonological Awareness	R.F.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	R.F.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Unit 2, Lesson 2, p. 52 - Students orally segment, or isolate, all phonemes (including initial, medial vowel, and final) in spoken single-syllable words through the process of "finger-stretching." (This procedure is repeated in almost every unit's Lesson 2 throughout the program.) Unit 5, Lesson 3, p. 165 - Students use "finger-stretching," where they segment and isolate each phoneme in words before spelling them with physical manipulatives. After "finger-stretching" a word, they listen to each sound, one at a time, and place a corresponding letter tile on their boards, ultimately spelling the word using the isolated phonemes in order. (This procedure is repeated in almost every unit's Lesson 3 throughout the program.) Unit 13, Lesson 2, p. 415 - In this unit, students orally segment all phonemes in spoken single-syllable words with a focus on identifying the location of and sounds in the consonant blend. Unit 2, Lesson 5, p.73 - In this lesson, students orally segment all phonemes in spoken single-syllable words and represent each phoneme in the word with a dot on their workbook page. They then go on to spell each phoneme with one grapheme, ultimately spelling the word using the isolated phonemes in order. (This procedure is repeated in almost every unit's Lesson 5 throughout the program.)
Reading Standards: Foundational Skills RF.1.	Phonological Awareness	R.F.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	R.F.1.2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Unit 2, Lesson 2, p. 52 - Students orally segment, or isolate, all phonemes in spoken single-syllable words through the process of "finger-stretching." Unit 5, Lesson 3, p. 165 - Students use "finger-stretching," where they segment and isolate each phoneme in words before spelling them with physical manipulatives. After "finger-stretching" a word, they listen to each sound, one at a time, and place a corresponding letter tile on their boards, ultimately spelling the word using the isolated phonemes in order. Unit 13, Lesson 2, p. 415 - In this unit, students orally segment all phonemes in spoken single-syllable words with a focus on identifying the location of and sounds in the consonant blend.
Reading Standards: Foundational Skills RF.1.	Phonics and Word Recognition	R.F.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	R.F.1.3.a. Know the spelling-sound correspondences for common consonant digraphs.	Unit 4, Lesson 3, p. 130 - In this unit, students learn the consonant digraph sh. Students learn to read and spell words with this digraph. Unit 6, Lesson 3, p. 194 - In this unit, students learn the consonant digraph th. Students learn to read and spell words with this digraph. Unit 8, Lesson 3, p. 258 - Digraphs ch and wh are taught and sh and th are reviewed. Students learn to read and spell words with all of these digraphs. Unit 9, Lesson 3, p. 290 - In this unit, digraph ck is taught with sh, ch, wh, th being reviewed. All five of these digraphs are practiced in reading and spelling single-syllable words.
Reading Standards: Foundational Skills RF.1.	Phonics and Word Recognition	R.F.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	R.F.1.3.b. Decode regularly spelled one-syllable words.	Unit 3, Lesson 4, p. 100 - In Detective Work, in the Mark It! section, teachers model sounding out a list of decodable words and underlining each sound while that particular sound is pronounced. Students mimic the teacher aloud on an paper with their pencils. In the Read It! section, students independently read some of the same words aloud without sounding them out. Unit 9, Lesson 4, p. 302 - In Phrases to Read, students are responsible for independently reading decodable single-syllable words aloud in short, unpredictable phrases with some taught sight words. Unit 11, Lesson 5, p. 375 - In Sentences to Read, students are responsible for independently reading decodable single-syllable words aloud in unpredictable sentences with some taught sight words.

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Reading Standards: Foundational Skills RF.1.	Phonics and Word Recognition	R.F.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	R.F.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.	Unit 16, Lesson 3, p. 40 - In this unit, students learn about Open Syllables and how the most common sound in such a syllable is the long vowel sound. Students learn to differentiate between Closed and Open Syllables to help them determine the most likely vowel sound. Unit 19, Lesson 3, p. 152 - In this unit, students learn about the Vowel-Consonant-e Syllable and how this is a common spelling pattern for long vowel sounds. Students learn to differentiate between Closed and VCE Syllables to help them determine the most likely vowel sound. Unit 21, Lesson 1, p. 214 and Lesson 3, p. 232 - In this unit, students learn the most common vowel team spellings for long e (ee, ea) and long a (ai, ay). Unit 22, Lesson 1, p. 214 and Lesson 3, p. 274 - In this unit, students learn the most common vowel team spellings for long i (igh) and long o (oa).
Reading Standards: Foundational Skills RF.1.	Phonics and Word Recognition	R.F.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	R.F.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Unit 14, Lesson 3, p. 452 - Students begin decoding multisyllabic words using the strategy of looking for the vowels first because every syllable must have a vowel sound. Syllables are broken up around vowel spellings using the SyllaBoards manipulatives. Unit 18, Lesson 3, p. 117 - Students use the question "How many vowels are in this word?" when working to decode a two-syllable word. They also answer the question, "Are the vowels together or apart?" to cement their understanding that each vowel letter, when apart in a word, usually goes in its own syllable. They then underline the vowels, display two SyllaBoards, write a vowel letter on each board, and then fill in the remaining consonants before decoding the word. The question reinforces the concept that every syllable must have a vowel sound. (This line of questioning is repeated whenever students read multisyllabic words in the lessons.) Unit 22, Lesson 4, p. 288 - In their student workbooks, with teacher modeling, students determine the number of syllables in a word based on the number of vowel spellings in a word. Then, they determine the syllable type for each syllable in the words. (They complete this same activity in Unit 21 Lesson 4, p. 250.)
Reading Standards: Foundational Skills RF.1.	Phonics and Word Recognition	R.F.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	R.F.1.3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Unit 14, Lesson 3, p. 452 - Students begin decoding multisyllabic words using the strategy of looking for the vowels first because every syllable must have a vowel sound. Syllables are broken up around vowel spellings. Strategies for breaking syllables apart, rather than hard and fast rules, are taught. Unit 18, Lesson 3, p. 117 - Students use the question "How many vowels are in the word?" when working to decode a two-syllable word. They also answer the question, "Are the vowels together or apart?" to cement their understanding that each vowel letter, when apart in a word, usually goes in its own syllable. They then underline the vowels, display two SyllaBoards, write a vowel letter on each board, and then fill in the remaining consonants before decoding the word. The question reinforces the concept that every syllable must have a vowel sound. (This line of questioning is repeated whenever students read multisyllabic words in the lessons.) Unit 22, Lesson 4, p. 288 - In their student workbooks, with teacher modeling, students determine the number of syllables in a word based on the number of vowel spellings in a word. Then, they determine the syllable type for each syllable in the words. After determining the syllable type, which helps them determine the vowel sound, students decode each word, one syllable at a time and then blend them together. (They complete this same activity in Unit 21 Lesson 4, p. 250.)

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Reading Standards: Foundational Skills RF.1.	Phonics and Word Recognition	R.F.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	R.F.1.3.f. Read words with inflectional endings.	Unit 24, Lesson 1, p. 343 - Suffixes -ed and -ing are reviewed and reintroduced as inflectional endings. Their meanings are introduced, but the focus remains on decoding. Inflectional endings -er, -s, -es are also introduced. Students practice reading words with these endings. Unit 24, Lesson 3, p. 366 - Students are taught to recognize inflectional endings in words before decoding them. They are also taught that some of the inflectional endings create an additional syllable when added to the end of a word. They then decode words with inflectional endings -er, -ed, -s, -es-, and -ing. Unit 24, Lesson 5, p. 378 - In Sentences to Read, students are responsible for independently reading decodable two-syllable words with inflectional endings aloud in unpredictable sentences with some taught sight words.
Reading Standards: Foundational Skills RF.1.	Phonics and Word Recognition	R.F.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	R.F.1.3.g. Recognize and read grade-appropriate irregularly spelled words.	Unit 3, Lesson 1, p. 82 - Students view a video that teaches them to read targeted grade level high-frequency words. They use the Look, Think, Say! Activity to learn new high-frequency words. Those same words are practiced with the Pop-Up and 3-Up activities. (These activities are repeated with new high-frequency words in all Lesson 1s from Units 4-24.) Unit 4, Lesson 1, p. 119 - In addition to the activities listed above, the Read a Row game is added as practice and as assessment of the high-frequency words that have been taught. Unit 8, Lesson 4, p. 272 - In Phrases to Read, students are responsible for independently reading high-frequency sight words aloud in short, unpredictable phrases containing decodable words. (This procedure is repeated in almost every unit's Lesson 4 throughout the program.)
Reading Standards: Foundational Skills RF.1.	Fluency	R.F.1.4. Read with sufficient accuracy and fluency to support comprehension.	R.F.1.4.a. Read on-level text with purpose and understanding.	In Supplemental Resources in Blast Online, we offer a set of cumulative and controlled reading passages for each unit beginning with Unit 4. There are two versions of these passages, one including more scaffolding (the differentiated passages) and the other with less. The passages are each roughly 129-300 words long. They can be read once or used in repeated readings for building fluency. There are also four comprehension questions included for each passage.
Reading Standards: Foundational Skills RF.1.	Fluency	R.F.1.4. Read with sufficient accuracy and fluency to support comprehension.	R.F.1.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	In Supplemental Resources in Blast Online, we offer a set of cumulative and controlled reading passages for each unit beginning with Unit 4. There are two versions of these passages, one including more scaffolding (the differentiated passages) and the other with less. The passages are each roughly 129-300 words long. They can be read once or used in repeated readings for building fluency. There are also four comprehension questions included for each passage. There is also an Oral Reading Fluency Practice version (with line numbers and fluency practice features) of the Blast passages available as a download in Blast Online's Supplemental Resource. This provides guidance for the teacher on how to use the passages for a cold read, practice reads, and a warm read to work on accuracy, rate, and expression throughout the week.
Reading Standards: Foundational Skills RF.1.	Fluency	R.F.1.4. Read with sufficient accuracy and fluency to support comprehension.	R.F.1.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Beginning in Unit 3, students read words in short phrases and sentences and are encouraged to read carefully and accurately. If they do not self-correct based on context or recognition of a decoding error, they are given the chance to reread the phrase or sentence, correcting their own error. In Supplemental Resources in Blast Online, we offer a set of cumulative and controlled reading passages for each unit beginning with Unit 4. Students are encouraged to read with 100% accuracy, but they are also told that they can self-correct if they notice an error in their reading.