

Welcome to First Grade!

Mrs. Osborne
Mrs. Shahin

Please sign in for today's meeting

and

Please sign up for Fall Parent
Teacher Conferences



Here's What We'll Discuss:

- Standards & Curriculum (UFLI)
- District Assessments
- Grading
- Goal Setting
- Resources
- Contact Information



What is UFLI

UFLI Foundations, is a foundational reading skills program necessary for proficient reading. The program will be used in first grade.

Skills taught include: phonemic awareness, letter-sound correspondences, decoding (reading), encoding (spelling), irregular words, and reading connected text.

It follows a scope and sequence to ensure that students acquire each skill needed and learn to apply each skill with confidence.

Scope & Sequence At-a-Glance: All Concepts (K-2)

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. i /i/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
 36. Short I Review
 37. Short O Review
 38. Short A, I, O Review
 39. Short U Review
 40. Short E Review
 41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /n/
52. nk/ŋk/
53. Digraphs Review 2 (incl. CCCVC)

VCe

54. a_e /ă/
55. i_e /i/
56. o_e /ô/
57. VCe Review 1, e_e /ê/
58. u_e /û/, /yû/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /i/
74. y /ê/
75. -le
76. Ending Patterns Review

R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams

84. ai, ay /ă/
85. ee, ea, ey /ê/
86. oa, ow, oe /ô/
87. ie, igh /i/
88. Vowel Teams Review 1

Other Vowel Teams

89. oo, u /oo/
90. oo /û/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/

Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

Silent Letters

98. kn /n/, wr /r/, mb /m/

Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ă/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yû/; ou /û/)
116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

Saying Sounds Correctly

Watch this video
and see if there are
any sounds that
surprise you. (Click
on the picture.)



Home Practice Explanation

Click on the link

UFLI FOUNDATIONS Home Practice Guide	
<p>This school year, your child's teacher will be using the UFLI Foundations program for reading and spelling instruction. Your child will be learning new concepts (sounds and letter patterns) to build their skills in reading and spelling words. The UFLI Foundations program includes Home Practice sheets to help families support their child's learning at home. This is a guide for how to use these UFLI Foundations Home Practice sheets.</p>	
<p>New Concept and Sample Words</p> <p>sh</p> <p>shop shin dash losh crush</p>	<p>The Home Practice sheet will have the new concept listed at the top with a list of sample words for each concept. Instead of having your child memorize these words, use them to help your child practice applying what they have learned about letters and sounds. To read words, your child should say the sound for each letter or letter combination (d-i-sh) and then blend the sounds to read the word (dash). To spell words, your child should break the word into sounds and write the letter or letter combination for each sound.</p>
<p>Word Work Chains</p> <p>1. shin → ship → shop → shot 2. rash → dash → dish → wish</p> <p>Sample Word Work Chain Script</p> <p>shin → ship → shop → shot</p> <p>1. Make the word shin. [spelling] 2. Change the n to p. What word is this? [reading] 3. Change ship to shop. [spelling] 4. Change the p to t. What word is this? [reading]</p>	<p>When children practice building and changing words using word work chains, they are strengthening their reading and spelling skills.</p> <p>You can guide your child's practice by asking them to spell or read a new word. The Sample Word Work Chain Script shows how to alternate reading and spelling practice.</p> <p>Resources for Word Work:</p> <p>Beginner Word Mark Mat Intermediate Word Mark Mat Paper Letter Tiles</p>
<p>New Irregular Words</p> <p>said, we'</p>	<p>Your child will also learn to read and spell irregular words. These words have a tricky part, and that part needs to be learned "by heart." The rest of the word can be sounded out. An "arrest" next to a word indicates that the word is temporarily irregular. This just means your child hasn't yet learned all the letter-sound connections in the word.</p>
<p>Sentences</p> <p>1. We go to the shop. 2. She said to pick up the trash.</p>	<p>It is important for children to have opportunities to practice applying new letter-sound connections in connected text (sentences and books). Have your child practice both reading and spelling the sentences provided.</p>



Home Practice

New Concept and Sample Words

short a review

map
rat
sad
lap
bag
tab

Review Irregular Words

the, I, a, said

Word Work Chains

1. mad → sad → sat → pat
2. cat → cap → nap → nag

Sample Word Work Chain Script

mad → sad → sat → pat

1. Make the word **mad**. [spelling]
2. Change the **m** to **s**. What word is this? [reading]
3. Change **sad** to **sat**. [spelling]
4. Change the **s** to **p**. What word is this? [reading]

Sentences

1. The cat sat.
2. I said I had a bag.

Letter Formation

Click on the link

- ✗ It is important that we are practicing this at home as well.
- ✗ Once students are able to form letters correctly, they have more brain space to focus on what sounds they are writing instead of the mechanics of writing the symbols.

Spelling


This year there will be no traditional spelling tests. Students will not take home a list of spelling words to practice or memorize.

Instead students will be practicing spelling during UFLI lessons.

UFLI Parent Resource Hub

[UFLI Website](#) - The UFLI website has many resources and ideas for parents.

District Assessments

- 
- ✗ I-Ready Reading & Math
 - 3 times/ year (Fall, Winter, Spring)
 - ✗ DRA3
 - 3-4 times/ year (per card marking & as needed)
 - ✗ Eureka Math Module Assessments
 - Mid and End of each module
 - ✗ Benchmark Universe Assessments
 - Bi-weekly
 - ✗ Writing Prompts
 - 3 times/ year (Opinion, Narrative, Informational)

المعايير

I-Ready National Norms K-5-----Math & Reading -Fall-Winter- Spring

الوطنية من صف الروضة الى الصف الخامس- أول السنة- منتصف السنة- نهاية السنة في الرياضيات والقراءة.

1st Grade Fall الصف الأول معايير أول السنة			1st Grade Wint الصف الأول معايير منتصف السنة			1st Grade Spring الصف الأول معايير نهاية السنة		
Percentile	Math	Reading	Percentile	Math	Reading	Percentile	Math	Reading
النسبة المئوية	تايضاي رل	ةءارق ل	النسبة المئوية	تايضاي رل	ةءارق ل	النسبة المئوية	تايضاي رل	ةءارق ل
1 – 9	<=312 – 338	<=308 – 344	1 – 9	<=323 – 356	<=322 – 368	1 – 9	<=332 – 369	<=332 – 386
10 – 19	340 – 352	347 – 364	10 – 19	358 – 371	371 – 392	10 – 19	370 – 383	390 – 410
20 – 29	353 – 362	366 – 378	20 – 29	372 – 380	394 – 406	20 – 29	385 – 393	411 – 422
30 – 39	363 – 370	380 – 391	30 – 39	381 – 387	407 – 415	30 – 39	393 – 400	423 – 436
40 – 49	370 – 375	392 – 402	40 – 49	388 – 392	415 – 423	40 – 49	401 – 407	438 – 453
50 – 59	376 – 381	403 – 409	50 – 59	393 – 398	424 – 434	50 – 59	407 – 413	454 – 467
60 – 69	382 – 388	410 – 416	60 – 69	399 – 405	436 – 452	60 – 69	414 – 421	468 – 480
70 – 79	388 – 393	417 – 427	70 – 79	406 – 413	453 – 469	70 – 79	422 – 430	482 – 495
80 – 89	393 – 402	429 – 453	80 – 89	413 – 425	471 – 491	80 – 89	430 – 439	497 – 516
90 – 99	404 – 431+	456 – 508+	90 – 99	426 – 449+	494 – 535+	90 – 99	441 – 463+	520 – 553+

DRA3 Reading Level Expectations

Month	On Grade Level	Month	On Grade Level
September	3	Jan / Feb	10
October	4	March	12
November	6	April	14
December	8	May / June	16



Grading

- 1 – Masters Expectations (95–100%)
- 2 – Meets Expectations (80–94%)
- 3 – Progressing (70–79%)
- 4 – Concern (0–69%)



Goal Setting

Academic

Personal

Career

Resources

- ✕ Clever
 - I-ready (Reading Practice)
- ✕ ClassDojo
 - Daily / Weekly Updates
 - Pictures
 - Communication





Contact Info

[Mrs. Osborne's Email](#)

[Mrs. Shahin's Email](#)





Thanks!

Any questions?

Mrs. Osborne & Mrs. Shahin