

*What's Next?* aligns fully with the College and Career Readiness (CCR) Standards Reading Foundational (RF) Skills. The following CCR standards are addressed using the “whole-parts-whole” methodology described and recommended in the Teacher's Guide for the *What's Next* series.

NRP 2957: Introductory Student Book 1  
NRP 2958: Introductory Student Book 2  
NRP 2959: Introductory Student Book 3  
NRP 2960: Introductory Student Book 4

NRP 2961: Low Beginning Student Book 1  
NRP 2962: Low Beginning Student Book 2  
NRP 2963: Low Beginning Student Book 3  
NRP 2964: Low Beginning Student Book 4

NRP 2965: *That's Life* Teacher's Guide

Indicator Code	CCSS Grade K–1 English Language Arts Standards
<b>Reading: Foundational Skills</b>	
<b>Phonological Awareness</b>	
RF.K.2, RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a	Recognize and produce rhyming words.
RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>Phonics and Word Recognition</b>	
RF.K.3, RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b	Decode regularly spelled one-syllable words.
RF.1.3.c	Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.

Indicator Code	CCSS Grade K–1 English Language Arts Standards
<b>Fluency</b>	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read grade-level text with purpose and understanding.
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.