

Module	LO#	Sight Words	Spelling Words	Objective(s)	Common Core State Standard(s)
Phonics of the Week: Short a	1.1	after, has, over, better	bat, sat, flat, that, ham, jam, slam, can, ran, than	1) Recognize, identify, read, and spell words with the short a sound. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	1.2			1) Read weekly and independent stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.
	1.3			1) Recognize common nouns.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

					<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	1.4			1) Recognize the parts of a sentence.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	1.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
Phonics of the Week: Short e	2.1	again, her, put	wet, pet, dent, sent, help, men, pen, ten, let, left	<p>1) Recognize, identify, read, and spell words with the short e sound.</p> <p>2) Recognize sight words</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>
	2.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.</p>

					<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	2.3			1) Recognize proper nouns.	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.</p>
	2.4			1) Capitalize the beginning of sentence, proper nouns, and dates.	1) Capitalize the beginning of sentence, proper nouns, and dates.
	2.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
Phonics of the Week: r Blends	3.1	an, him, round, shall	drop, drum, crib, crab, grab, gram, frog, from, trap, trim	<p>1) Recognize, identify, read, and spell words with the r-blends sound.</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details,</p>

					<p>and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p>
	3.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>
	3.3			1) Recognize possessive nouns.	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	3.4			1) Show possession by writing apostrophes ('s).	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>

	3.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
Phonics of the Week: Short i	4.1	any, his, some, bring	pin, grin, did, lid, grid, rip, trip, grip, rim, trim	1) Recognize, identify, read, and spell words with the short i sound. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	4.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	4.3			1) Use correct ending	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial

				punctuation.	vowel, and final sounds (phonemes) in spoken single-syllable words CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.
	4.4			1) Choose a topic and think of three facts; Understand purpose of paragraph	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	4.5				
Phonics of the Week: Short o	5.1	ask, how, stop, hurt	top, mop, stop, hot, shot, doll, log, blog, got, plot	1) Recognize, identify, read, and spell words with the short o sound. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	5.2			1) Read weekly and	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and

				independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>
	5.3			1) Use singular and plural nouns with matching verbs. (He hops, We hop)	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	5.4			1) Write a topic sentence for week 4's topic.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	5.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: s Blends	6.1	Review words from weeks 1-5	sled, slip, slot, snap, snip, step, stub, still, spill, swan	1) Recognize, identify, read, and spell words with s-blends. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
	6.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.
	6.3			1) Use pronouns (e.g., I, me, my; they, them, their, anyone, everything).	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words

					<p>with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	6.4			1) Write supporting sentences for paragraph.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	6.5				
Phonics of the Week: I Blends	7.1	as, just, take, show	clap, clam, clip, flag, flip, plan, plum, glad, slab, slam	<p>1) Recognize, identify, read, and spell words with I - blends.</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable</p>

					words by blending sounds (phonemes), including consonant blends.
	7.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
	7.3			1) Use verbs to show past, present and future.	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	7.4			1) Write complete paragraph with work from weeks 4-6.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-</p>

Phonics of the Week: Short u					syllable words.
	7.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	8.1	by, know, thank, carry	fun, sun, hut, bump, jump, plus, rug, tub, dust, must	1) Recognize, identify, read, and spell words with short u sound 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	8.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives
	8.3			1) Recognize and use adjectives	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable

					<p>words</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	8.4			1) Recognize the beginning, middle, and end of a fiction story.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	8.5				
Phonics of the Week: sh, th	9.1	could, let, them, if, your	shop, ship, she, rush, dish, then, thin, bath, path, moth	<p>1) Recognize, identify, read, and spell words with “sh”</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant</p>

					blends.
	9.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
	9.3			1) Recognize and use conjunctions (e.g., and, but, or, so, because).	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	9.4			1) Choose a story topic and draw and caption what will happen at the beginning, middle,	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>

				and end.	
	9.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
Phonics of the Week: ch, wh, ph	10.1	live, then, six	chip, chin, inch, watch, what, when, why, which, phonics, graph	1) Recognize, identify, read, and spell words with "ch." 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	10.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

	10.3			1) Recognize and use determiners	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	10.4			1) Write the beginning of the story mapped in week 9.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	10.5				
Phonics of the Week: Long i; _i_e	11.1	fly, may, think, clean	fine, file, rice, price, hide, life, time, like, bike, ride	<p>1) Recognize, identify, read, and spell words with long i sound spelled _i_e.</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with</p>

					<p>accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>
	11.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
	11.3			1) Recognize and use prepositions (e.g., during, beyond, toward).	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>

	11.4			1) Write the middle of the story mapped in week 9.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	11.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
Phonics of the Week: Long a; _a_e	12.1	Review words from weeks 7-11	bake, cake, page, rage, ate, late, plate, date, state, tape	1) Recognize, identify, read, and spell words with long a; _a_e 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	12.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount

					two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	12.3			1) Use commas in dates and to separate single words in a series.	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series.
	12.4			1) Write the end of the story mapped in week 9.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	12.5				
Phonics of the Week: soft c, soft g, dge	13.1	from, of, walk, keep, friend	nice, cent, city, age, wage, gel, gem, edge ledge, wedge	1) Recognize, identify, read, and spell words with a soft c, g, and dge. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details,

					<p>and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
	13.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
	13.3			1) Use the context clues in a sentence to learn the meaning of a new vocab word.	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	13.4			1) respond to questions and suggestions from peers, and add	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-</p>

				details to strengthen writing as needed.	syllable words.
	13.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
Phonics of the Week: ou and ow	14.1	give, old, were, small	loud, cloud, mouse, house, out, owl, down, town, now, how	1) Recognize, identify, read, and spell words with “ou” and “ow” 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	14.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
	14.3			Grammar: 1) Use	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial

				frequently occurring affixes as a clue to the meaning of a word.	vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	14.4			1) Revise the story from weeks 9-13.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	14.5				
Phonics of the Week: oo and u	15.1	going, once, when, cut	foot, cook, look, good, noon, moon, room, food, goose, tooth	1) Recognize, identify, read, and spell words with "oo" and "u." 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

	15.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.</p> <p>CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
	15.3			1) Recognize root words.	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
	15.4			1) Edit the story from weeks 9-14.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	15.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: Long o; _o_e	16.1	had, open, always, kind	close, hope, nose, those, chose, bone, phone, home, dome, globe	1) Recognize, identify, read, and spell words with the long o spelled _o_e. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	16.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	16.3			1) Sort words into categories (e.g., colors, clothing) .	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

					<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
	16.4			1) Rewrite the story from weeks 9-14.	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	16.5				
Phonics of the Week: Long e: _e_e and Long u: _u_e	17.1	gave, these, around, start	these, eve, here, June, duke, rule, plume, use, cube, cute	<p>1) Recognize, identify, read, and spell words with long e spelled _e_e and long u spelled _u_e .</p> <p>2) Recognize sight words.</p>	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>

	17.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
	17.3			1) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>
	17.4			1) Draw 3 pictures for story from weeks 9-15 and create a cover including a title and name of author/illustrator.	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	17.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: oi and oy	18.1	Review words from weeks 13-17	boil, soil, voice, choice, join, coin, boy, toy, joy, soy	1) Recognize, identify, read, and spell words with oi and oy. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	18.2			1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.
	18.3			1) Identify real-life connections between words and their use (e.g., note places at home that are cozy).	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically,

					drawing on phonemic awareness and spelling conventions.
	18.4			1) Complete a rubric for personal story.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	18.5				