

Module	LO#	Sight Words	Objective(s)	Common Core State Standard(s)
Letter and Phonics of the Week: Aa; Short a	1.1	I, see, big	1) Correctly print the upper and lowercase letters Aa.2) Read high frequency words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words. CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	1.2		1) Read with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a 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. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	1.3		1) Recognize rhyming words.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

	1.4		1) Draw a single event.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	1.5			
Letter of the Week: Bb	2.1	a, blue, can	1) Correctly print the upper and lowercase letters Bb. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	2.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a 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. CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	2.3		1) Produce rhyming	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight

			words.	(e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	2.4		1) Draw to provide a reaction to what happened.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	2.5		1) Read high frequency words on sight. 2) Identify the setting of a story.	
Letter of the Week: Tt	3.1	said, the, in	1) Correctly print the upper and lowercase letters Tt. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
	3.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a 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.
	3.3		1) Recognize and use nouns.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	3.4		1) Draw three pictures of what you did yesterday in the morning, afternoon, and evening.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	3.5			
Letter of the Week: Mm	4.1	for, is, go	1) Correctly print the upper and lowercase letters Mm. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
	4.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the

				connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a 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.
	4.3		1) Recognize and use verbs.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	4.4		1) Place given events in chronological order.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	4.5			
Letter of the Week: Ss	5.1	come, here, down	1) Correctly print the upper and lowercase letters Ss. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	5.2		1) Read weekly stories with purpose and understanding,	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and

			accuracy and at appropriate rate.	<p>short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RF.K.3a 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.</p>
	5.3		1) Understand and use question words (e.g., who, what, where, when, why, how).	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	5.4		1) Label each event in a sequence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	5.5			
Letter of the Week: Nn	6.1	Review words from weeks 1-5	<p>1) Correctly print the upper and lowercase letters Nn.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
	6.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of</p>

				<p>information in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3a 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.</p> <p>CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.</p>
	6.3		1) Understand that words are separated by spaces in print.	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	6.4		1) Draw and label an animal and three facts about it.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	6.5			
Letter and Phonics of the Week: Ee; Short e	7.1	find, and, it	<p>1) Correctly print the upper and lowercase letters Ee.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>
	7.2		1) Read weekly stories with	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and

			purpose and understanding, accuracy and at an appropriate rate.	<p>lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RF.K.3a 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.</p> <p>CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>
	7.3		1) Add s and es to make words plural (e.g., dog, dogs; wish, wishes).	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	7.4		1) Share their favorite book.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	7.5			
Letter of the Week: Ff	8.1	jump, little, look	<p>1) Correctly print the upper and lowercase letters Ff.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>
	8.2		1) Read weekly stories with purpose and understanding,	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.</p>

			accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a 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.
	8.3		1) Recognize and name end punctuation.	CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	8.4		1) Recognize a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	8.5			
Letter of the Week: Dd	9.1	away, make, me	1) Correctly print the upper and lowercase letters Ff. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	9.2		1) Read weekly stories with purpose and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

			understanding, accuracy and at an appropriate rate.	CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a 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.
	9.3		1) Sort related objects into categories.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	9.4		1) Write a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	9.5			
Letter and Phonics of the Week: Gg; Soft & Hard g	10.1	my, not, one	1) Correctly print the upper and lowercase letters Gg. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	10.2		1) Read weekly stories with purpose and understanding, accuracy and at an appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

				<p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3a 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.</p>
	10.3		1) Match Antonyms	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	10.4		1) Write a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	10.5			
Letter and Phonics of the Week: li; short i	11.1	play, with, you	<p>1) Correctly print the upper and lowercase letters li.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.</p>
	11.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify</p>

				<p>characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RF.K.3a 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.</p> <p>CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I</p>
	11.3		1) Capitalize the first word of the sentence and the pronoun, I.	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	11.4		1) Write an expanding sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	11.5			
Letter of the Week: LI	12.1	Review words from weeks 6-11	<p>1) Correctly print the upper and lowercase letters LI.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>
	12.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of</p>

				the most frequent sounds for each consonant.
	12.3		1) Act out the different meanings of similar verbs (e.g., walk, march, strut, prance).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	12.4		1) Put sight words into a sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	12.5			
Letter and Phonics of the Week: Cc; Soft & Hard c	13.1	three, to, up	1) Correctly print the upper and lowercase letters Cc. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	13.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a 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.

	13.3		1) Identify real-life connections between words and their use (e.g., note places at school that are colorful).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	13.4		1) Fill in the blanks in a story with words that start with c.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	13.5			
Letter of the Week: Pp	14.1	two, we, where	1) Correctly print the upper and lowercase letters Pp. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
	14.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a 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.
	14.3		1) Count number of syllables in spoken words.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	14.4		1) Draw and write about the characters in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	14.5			
Letter of the Week: Rr	15.1	yellow, am, red	1) Correctly print the upper and lowercase letters Rr. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
	15.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a 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.
	15.3		1) Word Families- short a, e, i	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

				CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	15.4		1) Draw and write about the setting in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	15.5			
Letter and Phonics of the Week: Oo; short o	16.1	did, eat, ate	1) Correctly print the upper and lowercase letters Oo. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	16.2		1) Read weekly stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a 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.

				CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book
	16.3		Identify front and back covers, title page, and author and illustrator roles	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	16.4		1) Draw and write about the events in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	16.5			
Letter of the Week: Hh	17.1	help, black, brown	1) Correctly print the upper and lowercase letters Hh. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
	17.2		1) Read weekly stories with purpose and understanding, accuracy and at an appropriate rate.	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

				<p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RF.K.3a 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.</p>
	17.3		1) Recognize common types of texts (e.g., storybooks, poems).	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	17.4		1) Draw and write about the problem and solution in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	17.5			
Letter of the Week: Vv	18.1	Review words from weeks 13-17	<p>1) Correctly print the upper and lowercase letters Hh.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
	18.2		1) Read weekly stories with purpose and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

			understanding, accuracy and at an appropriate rate.	<p>CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3a 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.</p> <p>CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	18.3		1) Add drawings to descriptions to provide additional detail.	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	18.4		1) Draw and write about the main idea in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	18.5			