

Module	LO#	Sight Words	Spelling Words	Objective(s)	Common Core State Standard(s)
Letter of the Week: Ww	19.1	but, came, funny	cat, bat, hat, rat, sat, can, fan, pan, ran, tan	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Ww. 2) Read and spell words with the short a. 3) 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.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...). CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	19.2			Fluency: 1) Read weekly and Independent Reading 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.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.

	19.3			Language Skills: 1) Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	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.
	19.4			Writing: 1) Draw and write about your favorite part in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	19.5				
Letter of the Week: Zz	20.1	all, at, be	den, hen, men, pen, ten, pet, get, jet, let, met	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Zz. 2) Read and spell words with the short e. 3) 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.RI.K.1 With prompting and support, ask and answer questions about key details in a text. 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. 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.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	20.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events,

				understanding, accuracy and at appropriate rate.	<p>ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</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.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
	20.3			<p>Language Skills:</p> <p>1) Match homonyms (e.g., knowing duck is a bird and learning the verb to duck).</p>	<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>
	20.4			<p>Writing:</p> <p>1) Choose a non-fiction book from first semester, find another book on the same topic, and compare.</p>	<p>CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
	20.5				
Letter and Phonics of the Week: Uu; short u	21.1	do, four, run	cut, but, hut, nut, cub, sun, rug, tub, bug, hug	<p>Phonics and Word Recognition:</p> <p>1) Correctly print the upper and lowercase letters Uu.</p> <p>2) Read and spell words with the short u.</p> <p>3) 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.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
	21.2			<p>Fluency:</p> <p>1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.</p>	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</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.RL.K.4 Ask and answer questions about unknown words in a text.</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.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>
	21.3			<p>Foundational Skills:</p> <p>1) Word Families- short o and u</p>	<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>
	21.4			<p>Writing:</p> <p>1) identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions).</p>	<p>CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
	21.5				

Letter of the Week: Jj	22.1	get, good, have	dig, big, pig, wig, jig, dip, rip, sip, tip, lip	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Jj. 2) Read and spell words with the short i. 3) 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.RI.K.1 With prompting and support, ask and answer questions about key details in a text. 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. 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.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	22.2			Fluency: 1) Read weekly and Independent Reading 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.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.RI.K.5 Identify the front cover, back cover, and title page of a book CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	22.3			Language: 1) Use the most	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).

				frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	22.4			Writing: 1) Choose a fact on your non-fiction topic from one of your books and write it in a sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	22.5				
Letter of the Week: Kk	23.1	he, into, like	cot, dot, got, hot, lot, log, dog, hog, fog, jog	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Kk. 2) Read and spell words with the short o. 3) 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.RL.K.1 With prompting and support, ask and answer questions about key details in a text. 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. 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.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	23.2			Fluency: 1) Read weekly and	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

				Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.
	23.3			Language Arts: 1) Identify adjectives.	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.
	23.4			Writing: 1) Choose a second fact on your non-fiction topic from one of your books and write it in a sentence.	CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	23.5				
Letter and Phonics of the Week: Qq; qu sound	24.1	Review words from weeks 19-23	Study and test on any words missed from weeks 19-23	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Q and q. 2) Read and spell review words. 3) 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.RI.K.1 With prompting and support, ask and answer questions about key details in a text. 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. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

					<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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
	24.2			<p>Fluency:</p> <p>1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.</p>	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</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.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</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.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>
	24.3			<p>Language Arts:</p> <p>1) Understand and use question words (e.g., who, what, where, when, why, how).</p>	<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>
	24.4			<p>Writing:</p> <p>1) Choose a third fact on your non-fiction topic from one of your books and write it in a sentence.</p>	<p>CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.</p>
	24.5				



Letter of the Week: Yy	25.1	must, new, no	yak, yam, yes, yet	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Yy. 2) Read and spell words that start with y. 3) 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.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. 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.
	25.2			Fluency: 1) Read weekly and Independent Reading 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.
	25.3			Fluency: 1) Read weekly and Independent Reading stories with purpose and	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.

				understanding, accuracy and at appropriate rate.	
	25.4			Writing: 1) Write a concluding sentence for your research paragraph.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	25.5				
Letter of the Week: Xx	26.1	now, on, our	ox, box, fox, six, fix, mix, tax, wax	Phonics and Word Recognition: 1) Correctly print the upper and lowercase letters Xx. 2) Read and spell words that end with x. 3) 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.RI.K.1 With prompting and support, ask and answer questions about key details in a text. 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. 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.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	26.2			Fluency: 1) Read weekly and Independent Reading 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.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.L.K.2c Write a letter or letters for most

					consonant and short-vowel sounds (phonemes). 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.
	26.3			Language Arts: 1) Match pictures and text.	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.
	26.4			Writing 1) Identify the parts of a paragraph.	CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	26.5				
Phonics of the Week: th	27.1	that, there, pretty	bath, path, math, with, that, think	Phonics and Word Recognition: 1) Read and spell words with th. 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.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
	27.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most

				and at appropriate rate.	consonant and short-vowel sounds (phonemes). 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.
	27.3			Informational Text: 1) Ask and answer questions about key details from the weekly story.	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.
	27.4			Writing: 1) Share their research sentences with peers (classmates or friends) and ask for feedback.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	27.5				
Phonics of the Week: sh	28.1	she, they, saw	wish, dish, fish, dash, ship, shell	Phonics and Word Recognition: 2) Read and spell words with sh. 3) 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.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
	28.2			Fluency: 1) Read weekly stories	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

				with purpose and understanding, 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.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.L.K.2a Capitalize the first word in a sentence and the pronoun I
	28.3			Informational Text: 1) Ask and answer questions about unknown words in a text.	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.
	28.4			Writing: 1) Practice editing.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	28.5				
Phonics of the Week: ch	29.1	ride, say, so	chin, chip, chop, much, such, rich	Phonics and Word Recognition: 2) Read and spell words with ch. 3) 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.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

					<p>some information about the topic.</p> <p>CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
	29.2			<p>Fluency:</p> <p>1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.</p>	<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</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.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</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.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.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
	29.3			<p>Foundational Skills:</p> <p>1) Isolate and pronounce the initial, medial vowel, and final sounds in CVC words.</p>	<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>
	29.4			<p>Writing:</p> <p>1) Practice revising.</p>	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	29.5				

Phonics of the Week: wh	30.1	Review words from weeks 25-29	Study and test on any words missed from weeks 25-29	Phonics and Word Recognition: 2) Read and spell review words. 3) 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.2c Blend and segment onsets and rimes of single-syllable spoken words. 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.
	30.2			Fluency: 1) Read weekly and Independent Reading 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.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.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.
	30.3			Foundational Skills: 1) Blend and segment onsets and rimes of single-syllable 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.
	30.4			Writing: 1) Brainstorm fictional story ideas.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	30.5				

Phonics of the Week: Long a; _a_e	31.1	soon, out, please	cane, mane, lane, bake, lake, make, rake, take	Phonics and Word Recognition: 2) Read and spell long a words. 3) 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.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
	31.2			Fluency: 1) Read weekly and Independent Reading 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.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.
	31.3			Foundational Skills: 1) Associate the long sounds of vowels.	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.
	31.4			Writing: 1) Choose 1 topic and draw and label the characters and setting.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	31.5				



Phonics of the Week: Long e: Double e	32.1	ran, this, too	seed, feed, heel, peel, week, see, bee, eel	Phonics and Word Recognition: 2) Read and spell long e words. 3) 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.
	32.2			Fluency: 1) Read weekly and Independent Reading stories with purpose and understanding, accuracy and at appropriate rate.	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.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. 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.
	32.3			Foundational Skills: 1) Associate the long sounds of vowels.	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.
	32.4			Writing: 1) Complete the story map of pictures for the beginning, middle, and end of their fictional story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	32.5				

Phonics of the Week: Long i; _i_e	33.1	white, under, was	dice, mice, nice, bike, hike, like, five, hive	Phonics and Word Recognition: 2) Read and spell long i words. 3) 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.2a Capitalize the first word in a sentence and the pronoun I
	33.2			Fluency: 1) Read weekly and Independent Reading 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.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.
	33.3			Language: 1) Edit a paragraph with mistakes.	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.
	33.4			Writing: 1) Write the sentences for the beginning picture	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly

Phonics of the Week: Long o; _o_e				of their story (1-2).	spelled words by identifying the sounds of the letters that differ.
	33.5				
	34.1	well, what, want	bone, pole, rose, hose, nose, cone, tone, robe	Phonics and Word Recognition: 2) Read and spell long o words. 3) 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.RI.K.8 With prompting and support, identify the reasons an author gives to support points in 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.
	34.2			Fluency: 1) Read weekly and Independent Reading 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.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.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.
	34.3			Language: 1) Spell words phonetically.	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.

	34.4			Writing: 1) Write the sentences for the middle picture of their story (1-2).	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	34.5				
Phonics of the Week: Long u; _u_e	35.1	who, will, yes	cube, tube, mule, cute, huge, mute, dune, June	Phonics and Word Recognition: 2) Read and spell long u words. 3) 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.
	35.2			Fluency: 1) Read weekly and Independent Reading 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.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.
	35.3			Language: 1) Review letters and	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).

				sounds A-M.	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	35.4			Writing: 1) Review words from weeks 31-35.  2) Write the sentences for the ending picture of their story (1-2).	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	35.5				
Review all letters	36.1	Review words from weeks 31-35	Study and test on any words missed from weeks 31-35	Phonics and Word Recognition: 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.
	36.2			Fluency: 1) Read weekly and Independent Reading 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.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.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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.
	36.3			Language: 1) Review letters and sounds N-Z.	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.
	36.4			Writing: 1) Create a cover for their story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	36.5				