



Foundational Skills



Whole Group
Teacher Guide

Grade 1
Module 1



Foundational Skills
Whole Group Teacher Guide
Grade 1 Module 1



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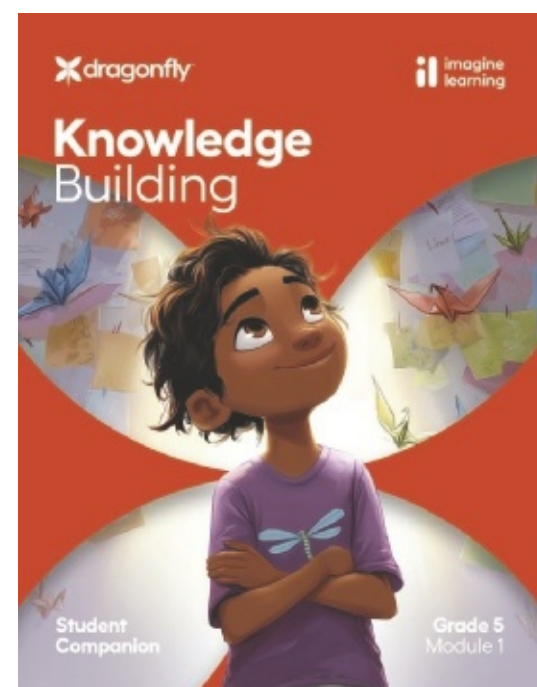
Welcome to Dragonfly

Grounded in the science of reading, knowledge-rich content, and immersive storytelling, *Dragonfly* turns K–5 classrooms into launchpads of imagination and exploration. It supports every teacher with an engaging framework that makes the knowledge-building literacy model approachable and intuitive to use. Compelling texts and playful media spark student curiosity, balancing rigor with whole-child learning, and inspire deep thinking and a lifelong love of literacy.

With *Dragonfly*, learning is transformed by fostering collaboration, confidence, and joy, ensuring every student is equipped with the literacy and life skills to thrive beyond the classroom.



Lift Off with Literacy



Dragonfly Empowers and Supports Every Teacher

Teacher-Friendly Design with Built-In Professional Learning

Embedded media models best-practice instruction and supports skill building.

Clear, Consistent Structure with Every Lesson

The knowledge-building program uses an Ignite, Apply, Connect, and Reflect model to help streamline prep and bring confidence and consistency to classroom instruction.

Built for the Flow of the School Day

Lessons fit naturally into classroom routines with transparent learning goals, efficient use of time, and embedded tools for ongoing data collection.

Deep Literacy Development, Every Day

Dragonfly builds both foundational skills and rich content knowledge through comprehensive coverage of all K–5 literacy standards, including reading, writing, speaking, listening, and language standards.



Writing Made Easy for Teachers

Integrated writing instruction is built into lessons, with clear modeling, scaffolded supports, and ready-to-use resources that simplify planning.

Grounded in What Works

Instruction is fully aligned with the science of reading and current research on effective literacy instruction.



**Ignite Curiosity. Dragonfly
Nurtures Student Wonder.**



Original Media That Sparks Imagination

Custom-created features captivate students and draw them into deeper exploration.

Whole-Child Engagement Through Multi-Modal Learning

Dynamic tools bring concepts to life and support diverse learners.

Real-World Tasks with Student Voice and Choice

Authentic performance tasks encourage ownership and creativity while offering meaningful ways to demonstrate mastery.

Engaging Texts That Fuel Wonder

Carefully curated authentic literature and nonfiction texts build essential knowledge while inspiring curiosity about the world.

Designed for Today's Learners

A vibrant, student-friendly platform with colorful materials and relatable characters meets the needs of multimedia-savvy kids.





Transform Learning. Built for Lifelong Literacy.

Brings the Science of Reading to Life

Dragonfly turns research into classroom-ready practice, making evidence-based literacy instruction actionable and effective.

Nurtures Development

Integrated opportunities for reflection, collaboration, and empathy help students grow as thoughtful learners and engaged citizens.

Knowledge That Connects Across Disciplines

Rich, real-world content bridges subject areas and invites students to explore, discover, and build common ground through compelling texts.

Flexible Delivery Responsive to Classroom Needs

Whether digital, print, or a blend of both, *Dragonfly* gives teachers the freedom to adapt instruction to what works best.

Ongoing Professional Learning, Every Step of the Way

Built-in supports, media models, and coaching resources ensure teachers feel confident and connected.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the science of reading into action, combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of *Dragonfly* is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding. *Dragonfly* strengthens language comprehension by developing:

- Background knowledge** through science- and content-aligned units.
- Vocabulary** in context through rich, complex texts.
- Verbal reasoning** through text-based discussions.
- Literacy knowledge** through exposure to a variety of genres and text types.
- Language structures** through frequent speaking and writing.

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading. Students build mastery in:

- Phonological Awareness** through engaging media and manipulatives.
- Decoding (and Spelling)** through practice using custom-made decodables.
- Sight Recognition** through automatic word recognition strategies.

Why Dragonfly Works

- Fully aligned to the **science of reading**
- Connects **knowledge-building** with skills practice — not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic



Skilled Reading

Dragonfly ensures students aren't just learning how to read — they're learning how to **think, communicate, and understand the world through reading.**

Increasingly Automatic



See It in Action



K-2

Foundational Skills Program

A Flight Plan to Reading Comprehension

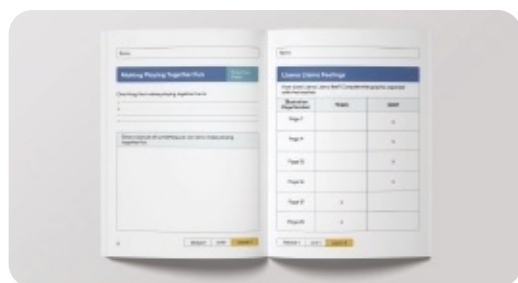
Dragonfly's Foundational Skills seamlessly integrate Dr. Ehri's four consolidated phases of reading and writing, using benchmark assessments at the beginning, middle, and end of the year to inform personalized student groupings. *Dragonfly* delivers:

- Whole-Group Instruction: engaging, on-grade-level lessons for all students
- Small-Group Differentiation: targeted, data-driven instruction tailored to each student's needs

Through explicit, systematic instruction, students will build essential foundational skills — phonemic awareness, phonics, decoding, encoding, and fluency. Repeated reading, decodable texts, and proven strategies build word recognition, boosting fluency and comprehension while empowering educators and guiding every child to become a confident reader.

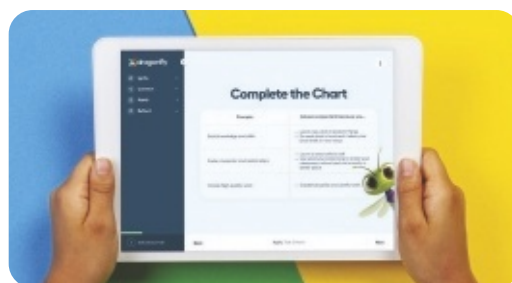


Student Components



Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way, whether as a whole group, in small groups, or independently.



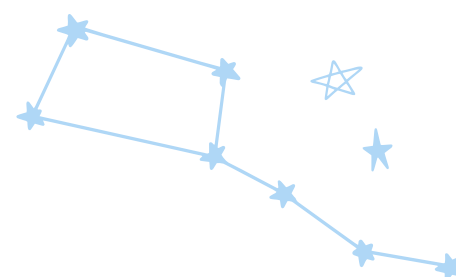
Student Digital Course

The Student Digital Course is packed with digital tools and interactive media. Whether learning as a class or in a small group, there's something exciting to explore at every turn.



Student Decodables

A vibrant set of decodable readers — built just for the program and packed with practice words and exciting stories — sparks curiosity, builds confidence, and makes reading an adventure.





Teacher Components

Teacher Guide — Whole-Group Instruction

The Teacher Guide is packed with clear, step-by-step lessons for reading and writing, the Whole Group Teacher Guide offers everything teachers need for powerful instruction.

Teacher Guide — Small-Group Instruction

The Small Group Teacher Guide provides targeted lessons to meet students where they are. With easy-to-follow plans for skill building, fluency, and comprehension, it's perfect for instruction and giving every learner the support they need to grow.

Teacher Digital Course

Resources to support the Student Digital Course include assessments and data tools.



Manipulatives

These resources are not only visually appealing but also purposefully designed to engage students and support their growth at every step of the learning process.

Our manipulatives include:

- Letter-Sound Cards
- Phoneme Cards
- Articulation Cards
- High-Frequency Word Cards
- Handwriting Practice Pages



Buzz into the Future of Reading with Dragonfly Digital

Dragonfly's digital platform empowers educators with a modern literacy curriculum designed for today's K–5 classrooms. With intuitive tools and built-in customization features, *Dragonfly* engages students through interactive, tailored learning experiences. Whether teaching whole-group or assigning individualized activities, educators can meet diverse needs — all from an easy-to-use, teacher-friendly interface.





See It in Action



Why Educators and Students Love Dragonfly Digital

Student-Centered Engagement

Digital activities are designed to capture young learners' attention with engaging dynamic media, interactives, and response tools.

Flexible Instructional Paths

Every lesson presentation includes multiple teaching options for whole-group, small-group, and individualized instruction, allowing educators to personalize learning experiences in real time.

At-Your-Fingertips Support

Teacher materials are chunked and placed at point of use, eliminating the need to search or prep in advance.

Build Your Own Library

Upload custom texts, images, and lessons into your personal library to reuse or share with your team.

Streamlined Assignments

Easily assign digital student work — all within the platform.

Assessment Made Simple

Track student progress with built-in tools for quick assessment and real-time data collection — informing instruction without the paperwork.

Simplify Your Day

Dragonfly is designed with teachers in mind — saving time while enhancing impact.

Engaging Media That Brings Learning to Life

Dragonfly’s program is enhanced by dynamic media that transforms instruction, making content come alive for students. Whether in Knowledge Building or Foundational Skills, our diverse range of media is seamlessly integrated to captivate learners, deepen understanding, and provide multimodal interactivity.

Dragonfly features exciting media types such as:



Foundational Skills

Sound Safari

It's a wild way to build strong phonemic awareness.



Foundational Skills

Face Time

Phonemes have never been this fun!



Knowledge Building

Discovery Point

Spark curiosity and deepen real-world connection.



Foundational Skills + Knowledge Building

Hands On!

These media items use a first-person perspective to guide kids through simple tasks, manipulatives, writing, and letter formation.





See It in Action



Knowledge Building

Class Clues

Engaging videos introduce and address common classroom pain points.



Foundational Skills

Bug Beats

Catchy, easy-to-follow songs are perfect for guiding students through skill shifts and exiting lessons.



Knowledge Building

Voyages

Unlock the world of learning with these engaging explainer videos.



Knowledge Building

WingsTV

These fun, short videos help students join discussions, share ideas with evidence, and learn academic words.



Data-Driven Assessment: Taking Student Success to the Skies

Assessment in *Dragonfly* is more than just a checkpoint — it’s a tool for growth. Our comprehensive approach combines diagnostic, formative, and summative assessments, empowering educators with insights and giving students multiple and diverse opportunities to demonstrate their learning.

A Smart Framework for Success

I+ A Screener (K–3)

Identifies early signs of reading challenges, including dyslexia.

I+ A Diagnostic

Targets specific learning needs and provides Lexile measures.

Benchmark Assessments

Guide grouping for skills instruction based on key literacy indicators at intervals throughout the year.

Embedded Formative Assessments

Help tailor instruction in real time.

Mid- and End-of-Unit Assessments

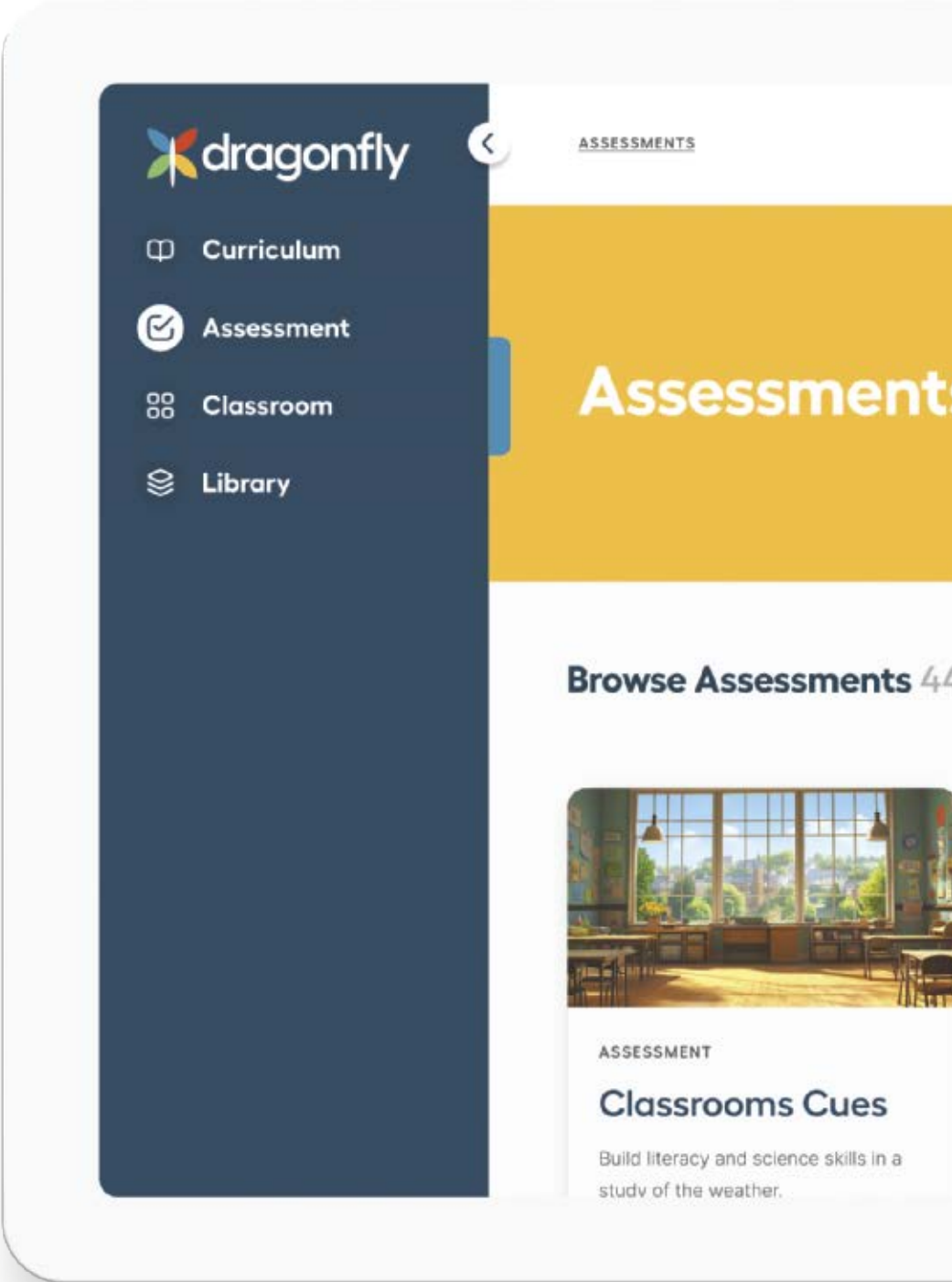
Measure content mastery, reading, and writing skills across genres.

Skills Checks (K–2)

Evaluate decoding, encoding, and foundational literacy skills.

State Test Preparation (3–5)

Provides practice for high-stakes testing with year-round assessments that mirror state testing.



See It in Action



Why Dragonfly Assessments?

Aligned to Standards

Supports consistent, grade-level learning.

Connected to Instruction

Reinforces key topics and genres in meaningful, engaging ways.

Predictable Structure and Frequency

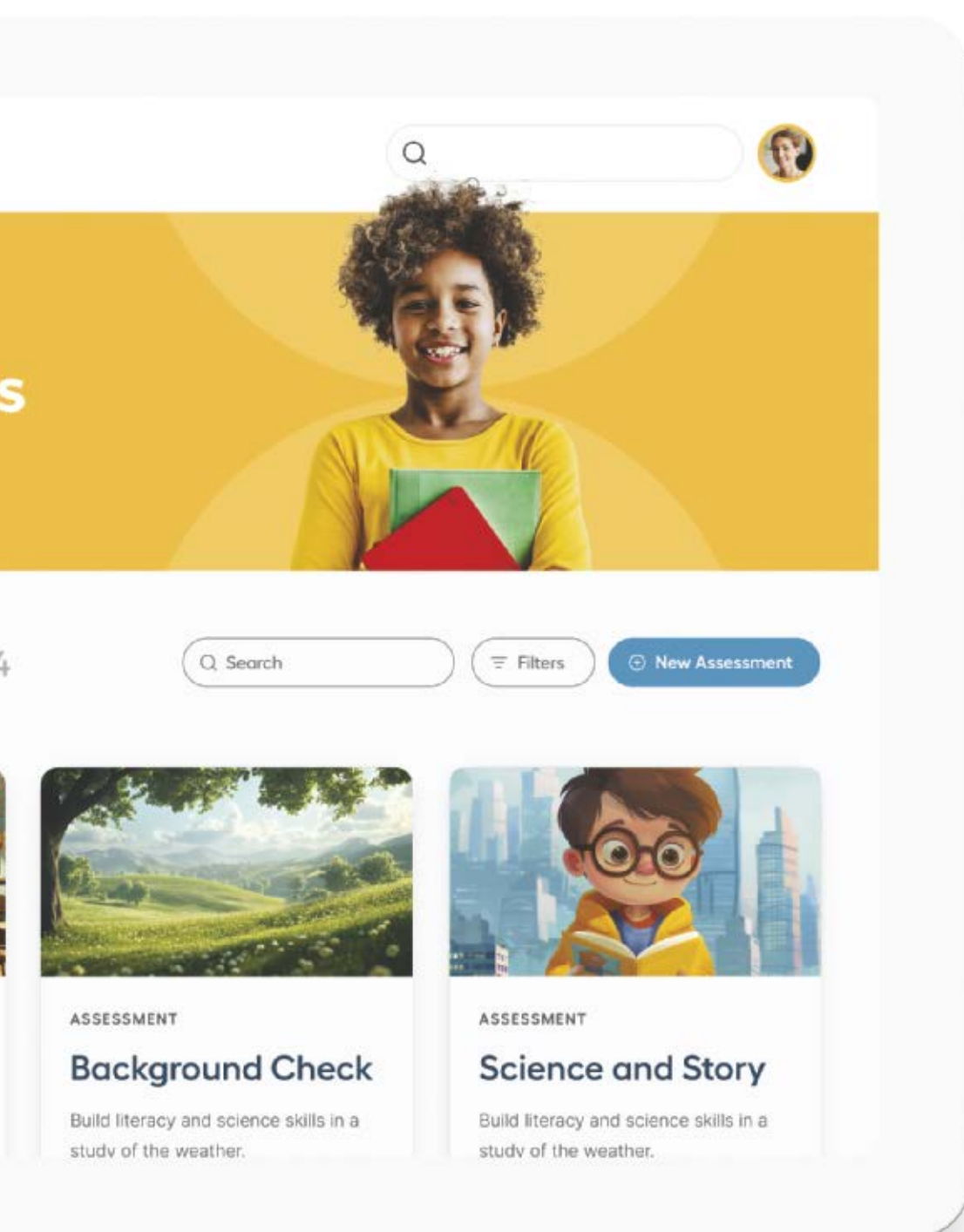
Supports both teachers and students.

Increasing Rigor over Time

Builds student mastery gradually.

Varied Item Types

Engages multiple learning modalities.



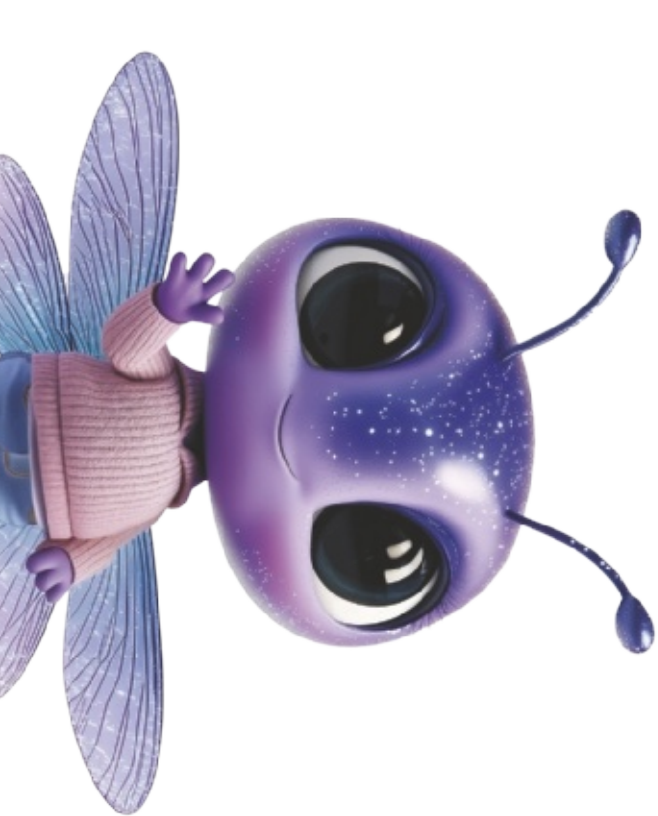


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CCSS Standards

Grade 1 192



Module 1

Module Description

Grade 1 Module 1 builds on kindergarten foundations while introducing key instructional structures that guide learning throughout the year. Across the first five cycles, students revisit familiar phonics concepts—such as consonant digraphs and beginning blends—while progressing into more complex patterns, including ending blends and the FLSZ rule.

After building community and reviewing foundational skills in Cycle 1, students are introduced to a consistent instructional flow in Cycle 2. Each day begins with a phonemic awareness drill or cumulative phonogram review. Weekly instruction introduces a new phonics concept, which students apply through decoding words and sentences, reading a decodable book, and writing target words and sentences. Students also receive high-frequency word instruction and participate in fluency practice, reading book excerpts with a partner and developing fluency skills that build over time.

Module-at-a-Glance

Cycle 1

Concept Review

VC and CVC encoding and decoding

Decodable Book

We Can Draw!

Phonological and Phonemic Awareness

phoneme blending with VC and CVC words

Cycle 2

Concept Review

digraphs: *sh* as /sh/, *th* as /th/ (voiced and unvoiced), *ch* as /ch/, *wh* as /w/, *qu* as /kw/, *ck* as /k/

High-Frequency Words

big, ran, here

Decodable Book

Math with Zack and Wes

Phonological and Phonemic Awareness

phoneme segmenting with CVC words with digraphs

Cycle 3

Concept Review

consonant blends: *l, r, s* blends

Concept Introduced

w blends (*dw-, sw-, tw-*); three-letter blends (*scr-, shr-, spl-, spr-, str-, thr-*)

High-Frequency Words

run, red, play, blue

Decodable Book

Splish-Splash Swish!

Phonological and Phonemic Awareness

phoneme blending with CCVC words (*l, r, s*, and *w* blends)

Skills Check

Cycle 4

Concept Review

all learned blends

Concept Introduced

ending blends

High-Frequency Words

had, can, yellow, away

Decodable Book

Just a Snack

Phonological and Phonemic Awareness

phoneme segmenting with CCVC and CVCC words (all blends)

Cycle 5

Concept Introduced

FLSZ words: *-ll* as /l/, *-ff* as /f/, *-ss* as /s/, *-zz* as /z/

High-Frequency Words

go, saw, well, two

Decodable Book

Tell Me What You See

Phonological and Phonemic Awareness

phoneme segmenting with CVC and CCVC words (FLSZ words)

Skills Check

Instructional Focus

VC and CVC Encoding and Decoding

Cycle Description

Grade 1 Cycle 1 launches the year by welcoming students into a vibrant community of readers and writers through joyful, collaborative routines. Students revisit key kindergarten skills while beginning to tackle more complex decoding and encoding tasks. Each lesson begins with a letter from Max, a fictional peer who models curiosity and growth, helping students feel encouraged and excited about their learning journey. They read their first decodable text, *We Can Draw!*, practicing segmentation, blending, and comprehension. Routines like the letter-sound chant and phonemic fun are introduced, laying the groundwork for consistent instruction and building confidence for the year ahead.

Instructional Routines Introduced in This Cycle

- Phonemic Fun (Lesson 1)
- Letter-Sound Chant (Lesson 3)
- Decoding: Reading with Comprehension (Lesson 3)

Decodable Book

We Can Draw!



Cycle Lessons

LESSON 1	Sounds in Words	4
LESSON 2	Mapping Sounds to Letters	10
LESSON 3	Reading the Printed Word	16
LESSON 4	Communicating Our Own Message	22
LESSON 5	Establishing Identity as a Reader and Writer	28

Key



Sounds in Words



Learning Targets

- I can follow along with the features of print.
- I can say and identify my name.
- I can blend sounds to say words.



Prepare in Advance

Teacher

- Letter from Max #1 (optional digital PDF)
- Student name cards (create by writing each student’s name on a card)
- Music to start and stop during the game Find a Friend



Standards

Instruction

RF.1.2.B

Application

RF.1.1, RF.1.2.A, RF.1.2.B, SL.1.1.A, SL.1.4, SL.1.6



Agenda

Opening (9 minutes)

- Learning Targets
- Letter from Max #1
- Transition Song

Work Time (9 minutes)

- Learning Targets
- Phonemic Fun

Reflect (2 minutes)

- Today I Learned
- Transition to Small Group



Total Lesson Time

20 minutes

Opening



Suggested Pacing: 9 minutes

Learning Targets

- Direct students' attention to the learning targets and read the learning targets aloud.
 - **Learning Target #1:** I can follow along with the features of print.
 - **Learning Target #2:** I can say and identify my name.
- Explain the purpose of learning targets.
SAY Learning targets are our goals for each lesson. They help each of us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of the lesson and reflect on them at the end of each lesson.

Application RF.1.1, SL.1.1.A



Learning Targets

1. I can follow along with the features of print.
2. I can say and identify my name.

Letter from Max #1

Hi, new first graders,

My name is Max, and I was in this class a few years ago. It was not long ago that I got to sit on the rug where you are. First grade is SO much fun, and you are going to learn a lot. Here's a letter to share what I know about first grade and help you get started.

The first thing to know is that first grade is full of new pals. You may have a best bud or two already. I bet your teacher already knows all your names. The cool thing about names is that they are unique. Some names are short, like Sam and Ben. Some are longer, like Christina or Santiago. Last year, I had a pal named Meg and a best bud named Jin, who loved to run and play tag with me at recess. Soon, you'll know everyone's name, and you'll be reading lots of words, including their names.

Have fun on your first day. First grade is the best!

Your friend,
Max

1. Introduce students to Letter from Max #1.
SAY A former student named Max has left us a series of letters to read as we launch our work in first grade. He has shared all types of tips and ideas about first grade in his letters. I'm excited for you to see what he has to say.
2. Read the letter aloud without interruption, modeling fluency.
3. Introduce the game Find a Friend.
SAY Let's play a game to practice learning each other's names just like Max mentioned in the letter. I will start the music, and you will walk around the room. When the music stops, you will find a classmate whose name has the same letter as yours.

4. Distribute name cards for students to hold.

SAY Look for friends whose names share some of the same letters as yours. For example, if your name is Lily, you could find a friend whose name has a letter *l*, *i*, or *y*.

5. Guide students through the game, playing several rounds to encourage students to connect with new friends. If a student cannot find a partner with a matching letter, step in as that student's partner for that round.

SAY Some letters, such as *x*, *z*, and *q*, are less common in names. If you can't find a friend with a matching letter from your name, come find me—I'll be your partner for that round.

6. Wrap up the instructional routine.

SAY What a fun letter. I can't wait to see what next lesson's letter will bring.

Application RF.1.1, SL.1.1.A

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



9

Suggested Pacing: 9 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can blend sounds to say words.

Instruction RF.1.2.B

Application RF.1.2.A, RF.1.2.B



Learning Target

I can blend sounds to say words.

Phonemic Fun: Word Search

Letter from Max #1

Hi, new first graders,

My name is Max, and I was in this class a few years ago. It was not long ago that I got to sit on the rug where you are. First grade is SO much fun, and you are going to learn a lot. Here's a letter to share what I know about first grade and help you get started.

The first thing to know is that first grade is full of new pals. You may have a best bud or two already. I bet your teacher already knows all your names. The cool thing about names is that they are unique. Some names are short, like Sam and Ben. Some are longer, like Christina or Santiago. Last year, I had a pal named Meg and a best bud named Jin, who loved to run and play tag with me at recess. Soon, you'll know everyone's name, and you'll be reading lots of words, including their names.

Have fun on your first day. First grade is the best!

Your friend,
Max

1. Introduce the practice of phoneme blending

SAY Today, we're going to have fun with sounds and words. Do you know that words are made up of small sounds? These small sounds are called phonemes, and when we put them together, they make words. Putting them together is called blending.

2. Review the concept of consonants and vowels.

SAY You have learned all 26 letters in the alphabet. Some letters are consonants, and some letters are vowels.

SAY *a, e, i, o, and u* all have an extra special job as a vowel.

SAY Every word needs at least one vowel. In fact, every syllable in a word must have a vowel.

3. Lead students through a word and letter search in Max's letter. Search the letter for CVC words and VC words and write them down to create a collection of words.

SAY We are going to look back at our letter from Max to see if we can find some words to practice blending.

SAY We are looking for words that have a consonant, a vowel, and then a consonant. These are called CVC words. CVC words have a short vowel sound. I see a few. For example, *Max* is a CVC word. *Got* is also a CVC word.

ASK Do you see any CVC words in the letter? (*Max, got, sit, rug, fun, lot, get, pal, bet, Sam, Ben, had, Meg, bud, Jin, run, tag*)

CHECK FOR SUCCESS: Clarify any misconceptions about the word *was*. Although *was* is a CVC word, remind students that it is a "heart word" and that the *a* makes an irregular sound.

SAY Let's also look for words that have a vowel and then a consonant. These are called VC words. VC words start with a short vowel sound. For example, *it* is a VC word.

ASK Do you see any VC words in the letter? (*is, in, it, on, at*)

Instruction RF1.2.B

Application RF1.2.A, RF1.2.B

Phonemic Fun



- Model phoneme blending with the word *sit*. As you say each sound, tap your right hand down your left arm, with the beginning sound at the top of your arm, and work downward.
SAY Let's try this with the word *sit*. First, listen as I say the sounds separately and then blend them together into one word. I will use my hand and arm to help tap the individual sounds. Then, it will be your turn to tap the sounds and blend them together to form a word.
SAY /s/ /ɪ/ /t/ (/s/ /ɪ/ /t/)
- Model running your right hand along your left arm in one smooth motion as you blend the sounds together.
SAY Blend them together: *sit*.
- Repeat with *at*. Use your hand and arm to tap the phonemes.
SAY /ă/ /t/ (/ă/ /t/)
- Guide practice with phoneme blending. Encourage students to tap their right hand down their left arm to say each phoneme and then run their hand down their arm to blend.
SAY Now, I want you to practice some with me. Get your mouths and hands ready.
SAY /f/ /ü/ /n/ (/f/ /ü/ /n/)
SAY Blend them. (*fun*)
SAY /ɪ/ /t/ (/ɪ/ /t/)
SAY Blend them. (*it*)
- Lead independent practice with phoneme blending.
SAY /r/ /ü/ /g/ (/r/ /ü/ /g/, *rug*)
SAY /m/ /ě/ /g/ (/m/ /ě/ /g/, *Meg*)
SAY /ö/ /n/ (/ö/ /n/, *on*)
- Wrap up the instructional routine.
SAY You did an amazing job blending sounds into words. Remember that every word we read and write is made up of sounds, and when we blend them together, we can hear a whole word. We'll keep practicing with our phonemic fun drill throughout the year.

Differentiation

Beyond

- If time allows, introduce phoneme blending with a more complex word. You might consider a word with a digraph or consonant blend.

Multisensory Learning

- Encourage students who need additional support to exaggerate their mouth movements and arm tapping for each sound.

Instruction RF.1.2.B

Application RF.1.2.A, RF.1.2.B

Reflect

*Suggested Pacing: 2 minutes*

Today I Learned

Say the sentence starter “Today, I learned . . .” and have students share their reflections. Encourage them to include a detail or an example (e.g., “Today, I learned how to . . .”).

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Mapping Sounds to Letters



Learning Targets

- I can follow along with the features of print.
- I can match sounds to letters.



Prepare in Advance

Teacher

- Letter from Max #2 (optional digital PDF)
- Sound wall
- Setting Up Your Sound Wall (digital PDF)
- Instructional materials for *a*
 - Phonogram card *a*
 - Articulation card /ä/
- Instructional materials for *o*
 - Phonogram card *o*
 - Articulation card /ö/
- Instructional materials for *u*
 - Phonogram card *u*
 - Articulation card /ü/



Standards

Instruction

RF.1.2.B

Application

RF.1.1, RF.1.3.A, RF.1.3.B, SL.1.1.A, SL.1.2, SL.1.4, SL.1.6



Agenda

- **Drill (2 minutes)**
 - Phonemic Fun
- **Opening (6 minutes)**
 - Learning Targets
 - Letter from Max #2
 - Transition Song
- **Work Time (10 minutes)**
 - Learning Targets
 - Mapping Sounds to Letters
- **Reflect (2 minutes)**
 - Turn and Talk
 - Transition to Small Group



Total Lesson Time

20 minutes

Drill



Suggested Pacing: 2 minutes

Phonemic Fun



1. Begin the phoneme blending activity.

SAY Let's get our brains ready for phoneme blending. First, I'll say the sounds separately, then I'll show you how to blend them.

2. Model phoneme blending. As you say each sound, tap one hand down the opposite arm, with the beginning sound at the top of your arm, and work downward. Repeat one time.

SAY Listen as I say the sounds separately. I'll use my hand and arm to tap the individual sounds.

SAY /f/ /ö/ /g/

3. Model phoneme blending by running one hand along your opposite arm in one smooth motion as you blend the sounds.

SAY Now, I'll blend the sounds together: *fog*.

4. Guide practice with phoneme blending. Encourage students to tap a hand down their opposite arm to say each phoneme and then run their hand down their arm to blend, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say the sounds: /ü/ /p/. (*ü* / *p*)

SAY Blend the sounds: *up*. (*up*)

SAY Say the sounds: /k/ /i/ /t/. (*k* / *i* / *t*)

SAY Blend the sounds: *kit*. (*kit*)

5. Lead independent practice with phoneme blending.

SAY Let's do a few more. Try these by yourself. I'll say the sounds. You repeat them, then blend the sounds to say the whole word.

SAY /z/ /ë/ /n/ (*z* / *ë* / *n*, *zen*)

SAY /l/ /i/ /t/ (*l* / *i* / *t*, *lit*)

SAY /p/ /ë/ /g/ (*p* / *ë* / *g*, *peg*)

SAY /h/ /ä/ /t/ (*h* / *ä* / *t*, *hat*)

6. Wrap up the instructional routine.

SAY When we blend sounds together, we can hear a whole word. By blending these sounds as we read, we can become confident readers and writers.

Instruction RF.1.2.B



Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can follow along with the features of print.

Application RF.1.1, SL.1.1.A



Learning Target

I can follow along with the features of print.

Letter from Max #2

Hey, first-grade friends,

It's me, Max, again. I hope you're having fun in first grade so far. When I think back to my time in first grade, I learned so many new words. Soon, you will be a whiz, too. Reading and writing make every day an adventure. Want to hear a favorite memory of mine?

One day, my teacher wrote a big word on the board. My pal Chad and I tried to read it. We shut our eyes and sounded it out. "*Sh-o-p . . . shop!*" we yelled. Our teacher smiled and said, "You rock!" Then, she gave us markers and whiteboards, and we got to write words, too. I wrote the word *math*, and Chad wrote *fish*. It was so much fun. By the end of the year, we were reading and writing up a storm.

I know you're going to have so much fun learning new words. Keep reading and writing, and I'll send you another letter soon.

Your friend,
Max

1. Introduce students to Letter from Max #2.

SAY We have a new letter from Max. Let's see what fun things he might share with us today.

2. Read the letter aloud without interruption, modeling fluency.

3. Wrap up the instructional routine.

SAY Max is right. You will learn so many words in first grade. Did you notice in the letter that Max was doing the same work you just did in our drill? Max was blending sounds to make words. I am so glad that work stuck with him after all of this time. I hope it will stick with you, too.

Application RF.1.1, SL.1.1.A

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



10

Suggested Pacing: 10 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can match sounds to letters.

Application RF.1.2.B, RF.1.3.A, RF.1.3.B, SL.1.1.A, SL.1.2



Learning Target

I can match sounds to letters.

Mapping Sounds to Letters

Hey, first-grade friends,

It's me, Max, again. I hope you're having fun in first grade so far. When I think back to my time in first grade, I learned so many new words. Soon, you will be a whiz too. Reading and writing make every day an adventure. Want to hear a favorite memory of mine?

One day, my teacher wrote a big word on the board. My pal Chad and I tried to read it. We shut our eyes and sounded it out. "Sh-o-p . . . shop!" we yelled. Our teacher smiled and said, "You rock!" Then, she gave us markers and whiteboards, and we got to write words, too. I wrote the word *math*, and Chad wrote *fish*. It was so much fun. By the end of the year, we were reading and writing up a storm.

I know you're going to have so much fun learning new words. Keep reading and writing, and I'll send you another letter soon.

Your friend,
Max

1. Introduce the concept of mapping sounds to letters.

SAY This year, we will be learning all about letter combinations and the sounds they make. There are 26 letters in the alphabet. Five of those letters are vowels. Every letter is important because it represents a sound. When we put certain consonants together and certain vowels together, they make entirely new sounds.

2. Introduce the tools used for this instructional routine including the phonogram card, articulation card, and sound wall. Display a phonogram card for *a* and the articulation card for /ă/. Point to the sound wall in your classroom.

SAY We will have three important tools in our classroom to help us as we learn different letters and the sounds they make.

SAY This is a phonogram card. A phonogram is a letter or group of letters that represents a sound. We'll use these cards to learn and review letters and the sounds they represent throughout the year.

SAY This is an articulation card. The articulation card will help us see how the mouth is shaped when we say specific sounds.

SAY The last important tool in our classroom for today is the sound wall. Our sound wall is like a map for our mouths. It helps us see and feel how to say each sound the right way.

SAY On our sound wall, we will keep articulation cards that show how our lips, tongue, and teeth move to make different sounds. If we're ever unsure about a sound, we can look at the sound wall to check if our mouth is making the sound the correct way.

SAY Each of these tools will help us learn the different phonograms that we learn across the year.

3. Introduce the phonogram card for *a*. Model the letter sound for *a* /ă/, pointing to the phonogram as you say it.

ASK Let's try this with some letters we learned in kindergarten. What sound does the letter *a* make? (/ă/)

SAY Yes. The letter *a* makes the sound /ă/.

4. Show the articulation card for /ă/. Guide students in practicing the articulation for /ă/.

SAY To make the /ă/ sound, you open your mouth wide like you're going to take a big bite of an apple, and your tongue should be flat and relaxed at the bottom of your mouth. Now, push the /ă/ sound out.

5. Search the letter from Max for words with *a* (/ă/). Reread the letter, using emphasis when you come across words that use the /ă/ sound.

SAY Now, let's look and listen for words in our letter that make the /ă/ sound.

ASK What words did we see? (*Max, having, Chad, math*)

6. Repeat steps 3–5 for *o* /ō/ (*on, shop, rock, got*) and *u* /ū/ (*fun, much, up*).

7. Wrap up the instructional routine.

SAY Going forward, we will use these tools in our letter-sound chants and as we develop each new phonics focus.

Application RF.1.2.B, RF.1.3.A, RF.1.3.B, SL.1.1.A, SL.1.2

Reflect



Suggested Pacing: 2 minutes

Turn and Talk

Pair students to share something they learned or enjoyed from the lesson. Before sharing, prompt them to ask their partners a follow-up question or make a connection (e.g., “What did you like about that part?”). Call on a few pairs to share with the whole class.

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Reading the Printed Word



Learning Targets

- I can follow along with the features of print.
- I can read *We Can Draw!* by segmenting and blending words with short vowel sounds.
- I can show understanding of *We Can Draw!* by answering questions about key details.



Prepare in Advance

Teacher

- Phonogram cards for review: *a /ă/, e /ĕ/, i /ĭ/, o /ŏ/, u /ŭ/*
- Letter from Max #3 (optional digital PDF)
- Decodable book *We Can Draw!*



Standards

Instruction

RF.1.2.B, RF.1.3.A, RF.1.3.B, RF.1.3.F, RF.1.3.G, RF.1.4.A

Application

RL.1.10, RF.1.1, RF.1.3, RF.1.3.A, SL.1.1.A, SL.1.2, SL.1.4, SL.1.6



Agenda

Drill (2 minutes)

- Phonemic Fun

Opening (6 minutes)

- Learning Targets
- Letter from Max #3
- Transition Song

Work Time (10 minutes)

- Learning Targets
- Introduction to Decoding: Reading with Comprehension

Reflect (2 minutes)

- My Favorite Part
- Transition to Small Group



Total Lesson Time

20 minutes

Drill



Suggested Pacing: 2 minutes

Phonemic Fun



1. Begin the phoneme blending activity.

SAY Let's get our brains ready for phoneme blending. First, I'll say the sounds separately, then I'll show you how to blend them.

2. Model phoneme blending. As you say each sound, tap one hand down the opposite arm, with the beginning sound at the top of your arm, and work downward. Repeat one time.

SAY Listen as I say the sounds separately. I'll use my hand and arm to tap the individual sounds.

SAY /g/ /ü/ /m/

3. Model phoneme blending by running one hand along your opposite arm in one smooth motion as you blend the sounds.

SAY Now, I'll blend the sounds together: *gum*.

4. Guide practice with phoneme blending. Encourage students to tap a hand down their opposite arm to say each phoneme and then run their hand down their arm to blend, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say the sounds: /h/ /ï/ /p/. (/h/ /ï/ /p/)

SAY Blend the sounds: *hip*. (*hip*)

SAY Say the sounds: /r/ /ä/ /m/. (/r/ /ä/ /m/)

SAY Blend the sounds: *ram*. (*ram*)

5. Lead independent practice with phoneme blending.

SAY Let's do a few more. Try these by yourself. I'll say the sounds. You repeat them, then blend the sounds to say the whole word.

SAY /ö/ /f/ (/ö/ /f/, *off*)

SAY /t/ /ä/ /g/ (/t/ /ä/ /g/, *tag*)

SAY /b/ /ë/ /t/ (/b/ /ë/ /t/, *bet*)

SAY /p/ /ü/ /g/ (/p/ /ü/ /g/, *pug*)

Instruction RF.1.2.B

Application RF.1.3

Letter-Sound Chant

1. Introduce the letter-sound chant instructional routine.

SAY Over the past few lessons, we've reviewed some familiar letters and the sounds they represent. Today, we will do the letter-sound chant. The letter-sound chant helps us review the letters and groups of letters we know along with their sounds.

2. Display the first phonogram card.

SAY In the previous lesson, we were introduced to our phonogram cards. These cards will be our keys to unlocking the sounds for letters or groups of letters. We'll use them to help us practice our letter-sound connections.

3. Begin the letter-sound chant.

Cycle 1
Phonogram Flipbook

4. Model the letter-sound chant for *a* /ă/, pointing to the phonogram as you say it.

SAY *a* /ă/

5. Prompt students to join in the letter-sound chant for *a* /ă/.
6. Repeat this process with *e* /ĕ/, *i* /ĭ/, *o* /ŏ/, and *u* /ŭ/.
7. Wrap up the instructional routine.

SAY Great job practicing our letter-sound connections today. These connections are the keys that will help us read and write words. This drill will become a part of our regular routine across the year. The more we practice, the stronger we get as readers and writers.

Application RF.1.3

Opening



Suggested Pacing: 6 minutes

6

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can follow along with the features of print.

Application RF.1.1, SL.1.1.A



Learning Target

I can follow along with the features of print.

Letter from Max #3

Dear first-grade readers,

I have a surprise for you! One of the best things about first grade is growing as a reader and reading more and more stories all by yourself. At the beginning of first grade, I could only read a little, but by the end, I was reading stacks of books all by myself. It made me feel so smart and powerful.

So I left a book for you. Your teacher will share it with you, and, soon, you'll be able to read it on your own. Reading is like having a magic key—it takes you on adventures, teaches you new things, and even makes you laugh.

Enjoy your book. You are already on your way to becoming amazing readers.

Your friend,
Max

1. Introduce students to Letter from Max #3.

SAY We have a new letter from Max, and it has come with a gift. Let's see what he has left for us.

2. Read the letter aloud without interruption, modeling fluency.

3. Introduce the decodable book *We Can Draw!*

SAY Wow, a new book! Max is right. Reading books is like having a magic key. We can unlock new worlds and characters, and we can learn new things.

4. Wrap up the instructional routine.

SAY This year, you will read many books. I am excited to start the year with this one.

Application RF.1.1, SL.1.1.A

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



10

Suggested Pacing: 10 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can read *We Can Draw!* by segmenting and blending words with short vowel sounds.
- **Learning Target #2:** I can show understanding of *We Can Draw!* by answering questions about key details.

Instruction RF.1.3.A, RF.1.3.B, RF.1.3.F, RF.1.3.G, RF.1.4.A

Application R L.1.10, SL.1.2



Learning Target

1. I can read *We Can Draw!* by segmenting and blending words with short vowel sounds.
2. I can show understanding of *We Can Draw!* by answering questions about key details.

Introducing the Story Word

1. Introduce the practice of reading decodable books in first grade.

SAY Each cycle, we'll explore a new concept to improve our reading skills. We'll practice reading words and sentences using that concept, building step-by-step until we can read an entire book.

2. Introduce the decodable book *We Can Draw!*

SAY So far, we have reviewed a few concepts we learned in kindergarten. We have played with words that all have a short vowel sound. Some of these words were CVC and VC words.

SAY This book, *We Can Draw!*, is full of words you can read. As we read, you'll see lots of words with short vowels. You'll also spot some familiar high-frequency words.

3. Introduce the story word.

SAY There's one special word in this story that might be new to us. We call this a story word. It's an important word that helps us understand what the story is about. Our story word today is *draw*.

4. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY The letter *d* says /d/.

SAY The letter *r* says /r/.

SAY The letters *aw* together say /aw/.

SAY When we blend those sounds, we get /d/ /r/ /aw/, *draw*. We'll learn more about these sounds and letters later.

Instruction RF.1.3.A, RF.1.3.B, RF.1.3.F, RF.1.3.G, RF.1.4.A

Application RL.1.10, SL.1.2



draw

We Can Draw!

1. Model reading the story.

SAY I will read the story to you. Your job is to listen as I read.

2. Introduce comprehension questions.

SAY We read stories to understand them. Let's answer some questions about what happened. After you share your answer, I might ask you to find the part in the book that shows it.

ASK What does Max's fish wish for? (a bug to eat)

ASK How do the kids react to the teacher's prompts? (Max and Tom are excited to draw with the teacher. The kids follow directions from the teacher.)

3. Wrap up the instructional routine.

SAY Great job listening and following along today. You even answered some questions about the book. You worked hard to follow along in our first decodable book of the year. Soon, you will get to read the books yourself.

Instruction RF.1.4.A, RF.1.3.A, RF.1.3.B, RF.1.3.F, RF.1.3.G

Application SL.1.2, RL.1.10



Reflect

*Suggested Pacing: 2 minutes*

My Favorite Part

Say the sentence starter “My favorite part was . . . because . . .” and encourage students to explain their reasoning.

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Communicating Our Own Message



Learning Targets

- I can follow along with the features of print.
- I can spell words with short vowels by listening to the sounds and writing the matching letters.
- I can use capitalization and punctuation when I write sentences.



Prepare in Advance

- Teacher**
- Letter from Max #4 (optional digital PDF)
 - Letter-sound cards for review: *a, e, i, o, u*
- Student**
- Student companion
 - Handwriting: Cycle 1



Standards

- Instruction**
RF.1.2.B
- Application**
RF.1.1, RF.1.1.A, RF.1.3, SL.1.1.A, SL.1.4, SL.1.6, L.1.1.A, L.1.2.B, L.1.2.D



Agenda

- Drill (2 minutes)**
 - Phonemic Fun
- Opening (2 minutes)**
 - Learning Targets
 - Letter from Max #4
 - Transition Song
- Work Time (14 minutes)**
 - Learning Targets
 - Introduction to Encoding: Writing a Sentence
- Reflect (2 minutes)**
 - Popcorn Reflection
 - Transition to Small Group

20

Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Phonemic Fun



- Begin the phoneme blending activity.
SAY Let's get our brains ready for phoneme blending. First, I'll say the sounds separately, then I'll show you how to blend them.
- Model phoneme blending. As you say each sound, tap one hand down the opposite arm, with the beginning sound at the top of your arm, and work downward. Repeat one time.
SAY Listen as I say the sounds separately. I'll use my hand and arm to tap the individual sounds.
SAY /l/ /ö/ /g/
- Model phoneme blending by running one hand along your opposite arm in one smooth motion as you blend the sounds.
SAY Now, I'll blend the sounds together: *log*.
- Guide practice with phoneme blending. Encourage students to tap a hand down their opposite arm to say each phoneme and then run their hand down their arm to blend, as able.
SAY Now, I want you to practice some with me. Get your mouths and hands ready.
SAY Say the sounds: /k/ /ü/ /t/. (/k/ /ü/ /t/)
SAY Blend the sounds: *cut*. (*cut*)
SAY Say the sounds: /ä/ /d/. (/ä/ /d/)
SAY Blend the sounds: *ad*. (*ad*)
- Lead independent practice with phoneme blending.
SAY Let's do a few more. Try these by yourself. I'll say the sounds. You repeat them, then blend the sounds to say the whole word.
SAY /n/ /ä/ /p/ (/n/ /ä/ /p/, *nap*)
SAY /b/ /ë/ /d/ (/b/ /ë/ /d/, *bed*)
SAY /s/ /ï/ /p/ (/s/ /ï/ /p/, *sip*)
SAY /k/ /ï/ /t/ (/k/ /ï/ /t/, *kit*)

Instruction RF1.2.B

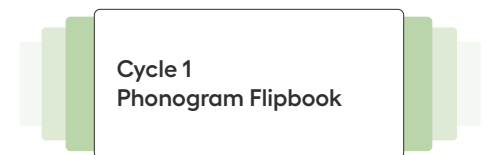
Application RF1.3

Letter-Sound Chant

- Display the phonogram flipbook and transition to the letter-sound chant.
SAY Now, let's say our letter-sound chant to help us remember the letters and sounds we've learned.
- Begin the letter-sound chant with the first phonogram card and point to the phonogram as you say it.
SAY a, /ä/
- Prompt students to join in the letter-sound chant for a, /ä/.
- Repeat this process with e, /ë/; i, /ï/; o, /ö/; and u, /ü/.
- Wrap up the instructional routine.
SAY Great work blending phonemes and practicing letter-sound connections. These drills are the keys that will help you become strong readers and writers.

Instruction RF1.2.B

Application RF1.3





Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can follow along with the features of print.

Application RF.1.1, SL.1.1.A



Learning Target

I can follow along with the features of print.

Letter from Max #4

Dear first-grade writers,

Guess what? You are not just readers—you are WRITERS, too. When I was in first grade, I learned how to write words, sentences, and even stories. Writing is awesome because you can share your ideas with the world.

I wrote you a little poem to get you started:

First-grade writers, oh so bright,
Making stories left and right.
Writing letters, words, and more,
Filling pages—let's explore.

Grab your pencil, write away,
Tell a story, save the day.
Words have power, words have might,
First-grade writers, shine so bright.

What will YOU write today? A story? A list? A note to a friend? I can't wait to hear all about it.

Your friend,
Max

1. Introduce students to Letter from Max #4.
SAY We have a new letter from Max, and it looks like he has written us something extra special—a poem.
2. Read the letter aloud without interruption, modeling fluency.
3. Wrap up the instructional routine.
SAY What a fun topic for today. We will be writing all year long in first grade. Max has set us up to do some fun writing. I have some ideas about what we could write today.

Application RF.1.1, SL.1.1.A

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



14

Work Time



Suggested Pacing: 14 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can spell words with short vowels by listening to the sounds and writing the matching letters.
- **Learning Target #2:** I can use capitalization and punctuation when I write sentences.

Application RF.1.1.A, SL.1.1.A, L.1.2.A, L.1.2.B, L.1.2.D



Learning Targets

1. I can spell words with short vowels by listening to the sounds and writing the matching letters.
2. I can use capitalization and punctuation when I write sentences.

Writing a Sentence

1. Set students up to build excitement about writing.

SAY We've been thinking a lot about reading words, and, now, it's time to think about writing words. Today, you'll get to write about something fun.
2. Introduce handwriting paper.

SAY Before we start writing, let's look at an important material we will use this year. When we are writing sentences, we'll use handwriting paper.
3. Display the blank handwriting paper and invite students to share what they notice.

ASK What do you notice about this special paper? (solid lines and dotted lines; lines that show the top, middle, and bottom)

SAY This paper has lines to help us make our letters the right size and shape. That helps us make our writing easier to read.

4. Pose the writing prompt and allow students to talk with a partner to answer the question.

ASK My question for us today is “What do you like to do for fun?” Talk with your partner.

SAY It seems like we all have different things that we like to do for fun. I like to take a jog on the path by the pond. I also like to skip rocks on the pond at the park.

5. Model writing the sentence.

SAY I am going to write my sentence: *I like to jog on the path and skip rocks on the pond.*

SAY Remember, every sentence starts with a capital letter and ends with a period. Watch me as I write the sentence.

6. Direct students to the Handwriting: Cycle 1 page in their student companions.

SAY Now, it is your turn. You can start your sentence like mine. I started my sentence with “I like to . . .”

7. If time allows, invite student volunteers to share their sentences.

8. Wrap up the instructional routine.

SAY Look at all the writing we did today. Every cycle, we’ll practice writing words and sentences, and I’ll help you as you learn. I love seeing your ideas come to life on paper.

Differentiation

Approaching

- For students who need more support in staying between the handwriting lines, practice writing a series of lines and curves on the blank handwriting paper.

MLL

- To support students with writing, you might first have them sketch a small picture and label the image. Then, use those labels to write the sentences.

Application RF.1.1.A, SL.1.1.A, L.1.2.A, L.1.2.B, L.1.2.D

Reflect



2

Suggested Pacing: 2 minutes

Popcorn Reflection

Have students stand up one at a time to share something they or a friend did well, learned, or found interesting. Encourage students to use specific language (e.g., “I liked how we used _____ to . . .”).

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Establishing Identity as a Reader and Writer



Learning Targets

- I can follow along with the features of print.
- I can listen and share important facts about myself as a reader and writer.



Prepare in Advance

Teacher

- Phonogram cards for review: *a*, *e*, *i*, *o*, and *u*
- Letter from Max #5 (optional digital PDF)



Standards

Instruction

RF.1.2.B

Application

RF.1.1, RF.1.3, RF.1.3.A, SL.1.1.A, SL.1.2, SL.1.4, SL.1.6



Agenda

- **Drill (2 minutes)**
 - Phonemic Fun
- **Opening (2 minutes)**
 - Learning Targets
 - Letter from Max #5
 - Transition Song
- **Work Time (14 minutes)**
 - Learning Targets
 - Step On Up
- **Reflect (2 minutes)**
 - Pass the Microphone
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Phonemic Fun



1. Begin the phoneme blending activity.

SAY Let's get our brains ready for phoneme blending. First, I'll say the sounds separately, then I'll show you how to blend them.

2. Model phoneme blending. As you say each sound, tap one hand down the opposite arm, with the beginning sound at the top of your arm, and work downward. Repeat one time.

SAY Listen as I say the sounds separately. I'll use my hand and arm to tap the individual sounds.

SAY /k/ /ă/ /p/

3. Model phoneme blending by running one hand along your opposite arm in one smooth motion as you blend the sounds.

SAY Now, I'll blend the sounds together: *cap*.

4. Guide practice with phoneme blending. Encourage students to tap a hand down their opposite arm to say each phoneme and then run their hand down their arm to blend, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say the sounds: /f/ /ĭ/ /g/. (*f* / *ĭ* / *g*)

SAY Blend the sounds: *fig*. (*fig*)

SAY Say the sounds: /p/ /ö/ /d/. (*p* / *ö* / *d*)

SAY Blend the sounds: *pod*. (*pod*)

5. Lead independent practice with phoneme blending.

SAY Let's do a few more. Try these by yourself. I'll say the sounds. You repeat them, then blend the sounds to say the whole word.

SAY /r/ /ÿ/ /b/ (*r* / *ÿ* / *b*, *rub*)

SAY /z/ /ĭ/ /p/ (*z* / *ĭ* / *p*, *zip*)

SAY /ĭ/ /n/ (*ĭ* / *n*, *in*)

SAY /l/ /ě/ /g/ (*l* / *ě* / *g*, *leg*)

Instruction RF1.2.B

Application RF1.3

Letter-Sound Chant

1. Display the phonogram flipbook and transition to the letter-sound chant.

SAY Now, let's say our letter-sound chant to help us remember the letters and sounds we've learned.

2. Begin the letter-sound chant with the first phonogram card and point to the phonogram as you say it.

SAY *i*, /ĭ/

3. Prompt students to join in the letter-sound chant for *i*, /ĭ/.

4. Repeat this process with *u*, /ÿ/; *a*, /ă/; *e*, /ě/; and *o*, /ö/.

Cycle 1
Phonogram Flipbook

5. Wrap up the instructional routine.

SAY Great job blending phonemes and practicing our letter-sound connections today. These connections are the keys that will help us read and write words. The more we practice, the stronger we get as readers and writers.

Instruction RF.1.2.B
Application RF.1.3

Opening



Suggested Pacing: 2 minutes

2

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can follow along with the features of print.

Application RF.1.1, SL.1.1.A



Learning Target

I can follow along with the features of print.

Letter from Max #5

Dear first-grade superstars,

It's me, Max, again—one last time. I can't believe how much you've already learned in just a few days. First grade is an amazing adventure, and you are already on your way to becoming strong readers and writers.

I remember how nervous I was at the start of first grade. I thought reading bigger words and writing my own sentences would be too hard. But guess what? Every day, I got a little better. I focused on how to pull words apart and put them together. I used what I knew about letter sounds to read longer, trickier books. I wrote about all kinds of things: my dog, my friends, and even a silly story about a frog who got stuck in the mud.

I worked hard, and by the end of the year, I could read AND write all by myself. It felt amazing. You will learn so much this year, too. Reading helps you go on adventures without ever leaving your chair. Writing helps you share your ideas with the world. And the best part? You will keep getting better and better every day.

I am so proud of you already. Keep reading, keep writing, and most of all—keep having fun!

Your friend,
Max

1. Introduce students to Letter from Max #5.

SAY It looks like we have our final letter from Max. Let's see what he has to say today.

2. Read the letter aloud without interruption, modeling fluency.

3. Wrap up the instructional routine.

SAY Wow, it has been so much fun hearing from Max. He has left you with great tips and exciting new things to think about as first-grade readers and writers.

Application RF.1.1, SL.1.1.A

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



14

Suggested Pacing: 14 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can listen and share important facts about myself as a reader and writer.

Application SL.1.1.A, SL.1.6



Learning Target

I can listen and share important facts about myself as a reader and writer.

Step On Up

1. Review the important skills students have learned this cycle.

SAY We've been thinking a lot about reading and writing. Right now, we're going to play a game that will help us get to know ourselves and each other as readers and writers.

2. Introduce the game Step On Up.

SAY The game is called Step On Up. We will stand in a circle. One student will be the leader in the middle. The leader will say a favorite type of book to read or topic to write about. Those of you who feel the same will step into the middle of the circle.



3. Lead two rounds of the game. Repeat the steps that students took to make the game go successfully.
 - SAY** I will go first. Step on up if you enjoy books about sports.
 - SAY** I see that many of us stepped inside the circle because we enjoy reading about different types of sports.
 - SAY** Step back to the edge of the circle. This time, step on up if you like to write about your family.
 - SAY** Now, we will do several rounds with you and your classmates as the leaders.
4. Repeat the game for three or four rounds with student volunteers joining the middle of the circle.
5. Wrap up the instructional routine.
 - SAY** Great job, everyone. We all have different things we enjoy reading and writing about, and it's fun to see what we have in common. I can't wait to learn more about what you love to read and write about this year.

Application SL.1.1.A, SL.1.6

Reflect



2

Suggested Pacing: 2 minutes

Pass the Microphone

In a circle, pass around a pretend microphone. Have students share one thing they learned, found interesting, or had a question about. To foster collaboration, encourage students to respond to a classmate's comment (e.g., "I learned the same thing as [Name]" or "I have a question about what [Name] said.").

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.
 - SAY** Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.



Instructional Focus

Review Digraphs

Cycle Description

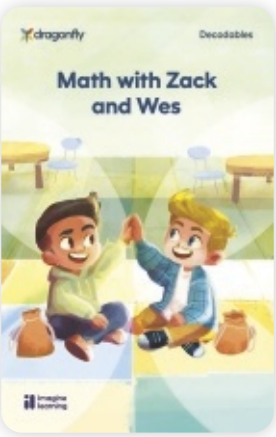
In Cycle 2, students revisit key kindergarten phonics concepts—specifically consonant digraphs like *sh*, *ch*, *th*, *wh*, *qu*, and *ck*—to strengthen their decoding and encoding skills. Through targeted review and extended practice, they build confidence in applying these sound-symbol correspondences. This cycle also marks a shift into the core instructional structure that will guide learning across the rest of Module 1. Students engage in consistent routines for high-frequency words, phonemic awareness, decoding, encoding, and fluency. These predictable practices establish a steady rhythm for learning and support deeper literacy development throughout the module.

Instructional Routines Introduced in This Cycle

- Learning Launch Story (Lesson 1)
- Concept Review/New Concept (Lesson 1)
- Decoding: Sentences (Lesson 2)
- High-Frequency Words: Analysis (Lesson 2)
- High-Frequency Words: Review (Lesson 3)
- Encoding: Words (Lesson 4)
- Encoding: Sentences (Lesson 4)
- Fluency Partner Read (Lesson 5)

Decodable Book

Math with Zack and Wes



High-Frequency Words

big
ran
here

Cycle Lessons

LESSON 1	New Concept	36
LESSON 2	Decoding: Sentences	46
LESSON 3	Decoding: Reading with Comprehension	56
LESSON 4	Encoding: Words and Sentences	62
LESSON 5	Fluency Partner Read	69

2020



New Concept



Learning Targets

- I can listen to a story and notice words with the /sh/, /th/ (voiced), /th/ (unvoiced), /ch/, /w/, /kw/, and /k/ sounds.
- I can recognize the letter-sound connections for *ch*, *sh*, *th*, *wh*, *qu*, and *ck*.
- I can read one-syllable words with digraphs.



Prepare in Advance

Teacher

- Phonogram cards for review: *a*, *e*, *i*, *o*, and *u*
- Instructional materials for *sh*
 - Phonogram card *sh*
 - Articulation card /sh/
- Instructional materials for *ch*
 - Phonogram card *ch*
 - Articulation card /ch/
- Instructional materials for *th*
 - Phonogram card *th*
 - Articulation card /th/ (voiced)
 - Articulation card /th/ (unvoiced)
- Instructional materials for *wh*
 - Phonogram card *wh*
 - Articulation card /w/
- Instructional materials for *qu*
 - Phonogram card *qu*
 - Articulation card /kw/
- Instructional materials for *ck*
 - Phonogram card *ck*
 - Articulation card /k/



Agenda

- **Drill (2 minutes)**
 - Phonemic Fun
- **Opening (2 minutes)**
 - Learning Targets
 - Learning Launch Story
 - Transition Song
- **Work Time (15 minutes)**
 - Learning Targets
 - Concept Review
- **Reflect (1 minute)**
 - Today I Learned
 - Transition to Small Group



Total Lesson Time
20 minutes



Standards

Instruction
RF.1.2.C, RF.1.2.D, RF.1.3.A, RF.1.3.B, RF.1.4.A

Application
RL.1.10, RF.1.3, SL.1.1.A, SL.1.2, SL.1.4, SL.1.6

Drill



Suggested Pacing: 2 minutes

Phonemic Fun



1. Introduce the phoneme segmenting activity.

SAY This week in drills, we will practice segmenting, or breaking apart, a word into sounds. First, I'll say the whole word. Then I'll show you how to tap out each sound.

2. Model phoneme segmenting. Say the word first. As you say each sound, begin by tapping your index finger to your thumb, middle finger to your thumb, and so on.

SAY The word is *chat*.

SAY I can break it into sounds: /ch/ /ă/ /t/.

3. Guide practice with phoneme segmenting. Encourage students to use their fingers to segment each sound, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say *rush*. (*rush*)

SAY Break it into sounds: /r/ /ŭ/ /sh/. (*/r/ /ŭ/ /sh/*)

SAY Say *quit*. (*quit*)

SAY Break it into sounds: /kw/ /ĭ/ /t/. (*/kw/ /ĭ/ /t/*)

4. Lead independent practice with phoneme segmenting.

SAY Let's do a few more. Try these by yourself. I'll say the word. You repeat the word, then tap out the word to break it into sounds.

SAY *rich* (*rich*, /r/ /ĭ/ /ch/)

SAY *whip* (*whip*, /w/ /ĭ/ /p/)

SAY *thin* (*thin*, /th/ /ĭ/ /n/)

SAY *clap* (*clap*, /k/ /l/ /ă/ /p/)

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Letter-Sound Chant

1. Display the phonogram flipbook and transition to the letter-sound chant.

SAY Now, let's say our letter-sound chant to help us remember the letters and sounds we've learned.

2. Begin the letter-sound chant with the first phonogram card and point to the phonogram as you say it.

SAY *a*, /ă/

3. Prompt students to join in the letter-sound chant for *a*, /ă/.

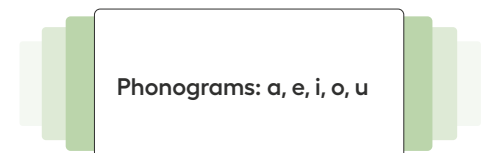
4. Repeat this process with *e*, /ĕ/; *i*, /ĭ/; *o*, /ŏ/; and *u*, /ŭ/.

5. Wrap up the instructional routine.

SAY Great job segmenting words and practicing our letter-sound connections today. These connections are the keys that will help us read and write words. The more we practice, the stronger we get as readers and writers.

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3



Phonograms: a, e, i, o, u



Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can listen to a story and notice words with the /sh/, /th/ (voiced), /th/ (unvoiced), /ch/, /w/, /kw/, and /k/ sounds.

Application RL.1.10



Learning Target

I can listen to a story and notice words with the /sh/, /th/ (voiced), /th/ (unvoiced), /ch/, /w/, /kw/, and /k/ sounds.

Learning Launch Story

It is morning. Zack and Wes are done with their reading work. So they chat. They love to chat. The clock goes *tick, tick, tick* as they chat. They do not look at the clock, and soon it is ten. Ten o'clock is when they do math. But Zack and Wes keep chatting.

"Hush! Hush!" their teacher says. No more chatting. It is time for math. Oops. Zack and Wes got too chatty. They stop their chat and listen to their teacher.

Miss Chang tells the kids to grab a mat. They should also grab a bag. Zack and Wes get the bag and sit on the rug. The teacher says there are math chips in the bag. Today, the kids will use the chips. They will count them and then add them together.

They look at their bag of math chips. How many are there? The kids will have to count them all to find out. They put the chips on the mat. There are tan chips. There are red chips, too. They sort them by color and set them in piles. The teacher tells them to take their time and not to rush.

Zack counts the red math chips, and Wes counts the tan math chips. Zack has six, and Wes has ten. Who has more? How many math chips do they have altogether? Ummm . . . They count together: 11, 12, 13, 14, 15, 16. They smile. Counting together is fun. Zack and Wes love math.

1. Begin a read-aloud of the learning launch story.

SAY

Let's launch our learning for the cycle with a story. In the story, we'll hear words with our review concepts for the cycle: digraphs. In later lessons, you'll read a story connected to today's learning launch story. It will be filled with words that you can read.

2. Read the learning launch story aloud once without interruption, modeling fluency.
3. Wrap up the instructional routine.

SAY

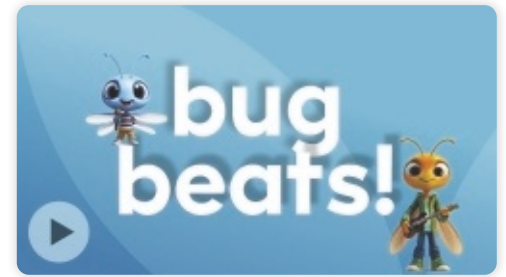
I heard lots of words with digraphs. Now, let's learn more about the /sh/, /th/ (voiced), /th/ (unvoiced), /ch/, /w/, /kw/, and /k/ sounds.

Application RL.1.10

Transition Song

1. Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



15

Work Time



Suggested Pacing: 15 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can recognize the letter-sound connections for *ch*, *sh*, *th*, *wh*, *qu*, and *ck*.
- **Learning Target #2:** I can read one-syllable words with digraphs.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2



Learning Targets

1. I can recognize the letter-sound connections for *ch*, *sh*, *th*, *wh*, *qu*, and *ck*.
2. I can read one-syllable words with digraphs.

Review: Digraph *ch*

1. Introduce the concept review routine.

SAY Now, let's take some time to review what we learned in kindergarten about letter-sound connections. Today, we're going to focus on digraphs. First, we'll review the letter-sound connections and practice saying the sounds. Then, we'll read words with digraphs together. Let's get started.

2. Show the *ch* phonogram card.

3. Introduce students to the /ch/ sound.

SAY *Ch* says /ch/. Now, repeat after me. We'll do this three times. *Ch* says /ch/.

4. Show the /ch/ articulation card and model the articulation.

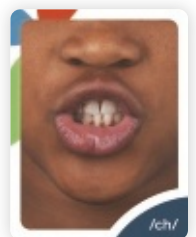
SAY Let's review how we make the sound /ch/. Put your tongue tip up and behind your bottom teeth. At the same time, the back of your tongue should also touch your back teeth. Once your tongue is in the right spot, round your lips and push out a burst of air to create a /ch/ sound.

SAY This is going to help us remember how our mouths make the sound. We will add it to our sound wall.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2

ch



Face Time Video: /ch/

1. Show the Face Time Video for /ch/.

SAY Let's watch a video that will show us how to make this sound so we can practice.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2



Review: Digraph sh

1. Show the *sh* phonogram card.
2. Introduce students to the /sh/ sound.

SAY *Sh* says /sh/. Now, repeat after me. We'll do this three times. *Sh* says /sh/.

3. Show the /sh/ articulation card and model the articulation.

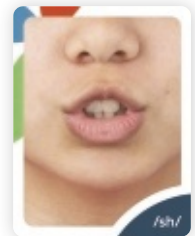
SAY Let's review how we make the sound /sh/. Lift your tongue so that the back sides of your tongue are touching your back teeth. Next, with the sides of your tongue still up, pull your tongue tip back a little bit, round your lips, and blow air over your tongue.

SAY This is going to help us remember how our mouths make the sound. We will add it to our sound wall.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2

sh



Face Time Video: /sh/

1. Show the Face Time video for /sh/.

SAY Let's watch a video that will show us how to make this sound so we can practice.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2



Review: Digraph *th*

1. Show the *th* phonogram card.
2. Introduce students to the /th/ (voiced) and /th/ (unvoiced) sounds.

SAY *Th* can make two sounds that are slightly different: /th/ (voiced) and /th/ (unvoiced). Now, repeat after me. We'll do this three times. *Th* says /th/ (voiced) and /th/ (unvoiced).
3. Show the /th/ articulation cards and model the articulation of both sounds.

SAY Let's review how we make the sound /th/ (voiced). Put your tongue between your teeth, turn your voice on so that your tongue vibrates as you say the sound. Don't stick your tongue out all the way, only a little bit.

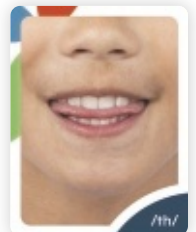
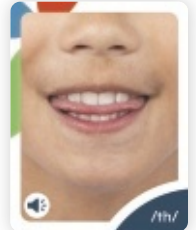
SAY Let's review how we make the sound /th/ (unvoiced). Put your tongue between your teeth and blow air out of your mouth. Don't stick your tongue out all the way, only a little bit. This is a very quiet sound, and your tongue should not vibrate when you are saying the voiceless /th/ sound.

SAY This is going to help us remember how our mouths make the sounds. We will add these to our sound wall.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2

th



Face Time Video: /th/ (unvoiced)

1. Show the Face Time video for /th/ (unvoiced).

SAY Let's watch a video that will show us how to make this sound so we can practice.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2



Face Time Video: /th/ (voiced)

1. Show the Face Time video for /th/ (voiced).

SAY Let's watch a video that will show us how to make this sound so we can practice.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2

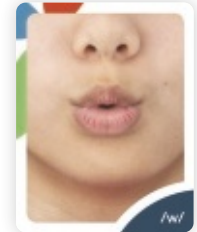


Review: Digraph *wh*

1. Show the *wh* phonogram card.
2. Introduce students to the /w/ sound.
SAY *Wh* says /w/. Now, repeat after me. We'll do this three times. *Wh* says /w/.
3. Show the /w/ articulation card and model the articulation.
SAY Let's review how we make the sound /w/. Put the back of your tongue up a little bit and round your lips. Now, push the air out of your rounded lips to make the /w/ sound.
SAY This is going to help us remember how our mouths make the sound. We will add it to our sound wall.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A
Application SL.1.2

wh



Face Time Video: /w/

1. Show the Face Time Video for /w/.
SAY Let's watch a video that will show us how to make this sound so we can practice.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A
Application SL.1.2

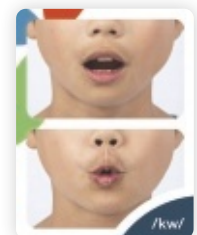


Review: Digraph *qu*

1. Show the *qu* phonogram card.
2. Introduce students to the /kw/ sound.
SAY *Qu* says /kw/. Now, repeat after me. We'll do this three times. *Qu* says /kw/.
3. Show the /kw/ articulation card and model the articulation.
SAY Let's review how we make the sound /kw/. Start with a /k/ sound, like when you say *kite* or *cat*. Add a /w/ sound, like when you say *water* or *wind*. Now, put them together quickly: /kw/.
SAY This is going to help us remember how our mouths make the sound. We will add it to our sound wall.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A
Application SL.1.2

qu



Face Time Video: /kw/

1. Show the Face Time video for /kw/.

SAY Let's watch a video that will show us how to make this sound so we can practice.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2



Review: Digraph ck

1. Show the ck phonogram card.
2. Introduce students to the /k/ sound.

SAY Ck says /k/. Now, repeat after me. We'll do this three times. Ck says /k/.

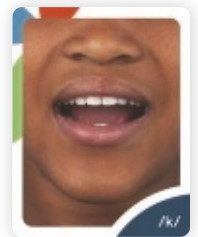
3. Show the /k/ articulation card and model the articulation.

SAY Let's review how we make the sound /k/. Put the back of your tongue up and the tip/front of your tongue down. Keep your voice off as you push air out of your throat.

SAY This is going to help us remember how our mouths make the sound. We will add it to our sound wall.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2



Face Time Video: /k/

1. Show the Face Time video for /k/.

SAY Let's watch a video that will show us how to make this sound so we can practice.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2



Decoding Words

I DO

1. Review decoding skills of segmenting and blending.

SAY When we read new words, we can use two strategies: segmenting and blending. Segmenting is breaking a word into its sounds. Blending is putting the sounds together to say the whole word.

SAY Let's try segmenting and blending with words that have digraph sounds.

Decoding Words with
Digraphs

2. Model segmenting and blending for the words *ship* and *bath*, running your finger under the letters as you say the individual sounds and then running your finger quickly under the whole word as you say the whole word.

SAY Watch me segment and blend these words.

SAY /sh/ /ī/ /p/, *ship*

SAY /b/ /ă/ /th/, *bath*

WE DO

1. Lead students through segmenting and blending for the words *chop*, *moth*, and *quit*. Continue to run your finger under the letters as you and your students say the individual sounds. Then, run your finger quickly under the whole word as you and your students say the whole word.

SAY Let's chorally read these words together. When I point to a word, segment the word first, and then we will blend the word together.

CHECK FOR SUCCESS If students say an incorrect sound during segmenting, pause and model the correct one. Ask students to repeat the sound. Return to the beginning of the word and ask students to segment and blend the word again.

YOU DO

1. Direct students to segment and blend the words *gash*, *deck*, *whiz*, and *rich*. Continue to run your finger under the letters as students say the individual sounds; then run your finger quickly under the whole word as students say the whole word.

SAY Now, it's time for you to whisper read these words. When I point to a word, segment and blend the word.

2. Monitor students' whisper reading.
3. Wrap up the instructional routine.

SAY Today, you used your strategies of segmenting and blending to read words with digraphs. We'll see a lot of these words when we read our decodable book in a later lesson.

Differentiation

Approaching

- If students are guessing instead of decoding:
 - Use a pause-and-prompt approach.
 - ASK** What's the first sound? Now, what's the next sound? Let's put them together.
 - Encourage a slow-blending approach: Students elongate each phoneme and gradually speed up until they say the whole word naturally.
- If students are forgetting sounds before blending, use repetition and elongation to reinforce sounds.
- If students are having difficulty isolating or sequencing sounds:
 - Use Elkonin sound boxes to represent phonemes.
 - Gradually fade out the boxes as students grow more confident.

Beyond

- If students have mastered segmenting and blending CVC words with the target sounds, consider adding more challenging words that contain concepts that occur later in the Grade 1 scope and sequence.

Instruction RF.1.3.A, RF.1.3.B, RF.1.4.A

Application SL.1.2

Reflect



Suggested Pacing: 1 minute

Today I Learned

Provide the sentence starter “Today, I learned . . .” and have students share their reflections. Encourage them to include a detail or example (e.g., “Today, I learned how to . . .”).

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Decoding: Sentences



Learning Targets

- I can read and spell the high-frequency words *big, ran, and here*.
- I can read sentences by segmenting and blending words with digraph sounds.



Prepare in Advance

Teacher

- High-frequency word cards *big, here, ran*
- Phonogram cards for review: *sh, ch, th, th, wh, qu, and ck*

Student

- Student companion
 - High-Frequency Words: Cycle 2



Standards

Instruction

RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.A, RF.1.3.B, RF.1.3.G, RF.1.4.A, L.1.2.D

Application

RF.1.1.A, RF.1.3, RF.1.2.D, RF.1.3.B, RF.1.3.G, SL.1.1.A, SL.1.2, SL.1.4, SL.1.6



Agenda

- **Drill (2 minutes)**
 - Phonemic Fun
- **Opening (6 minutes)**
 - Learning Targets
 - High-Frequency Words: Analysis
 - Transition Song
- **Work Time (10 minutes)**
 - Learning Targets
 - Decoding Sentences
- **Reflect (2 minutes)**
 - Turn and Talk
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Phonemic Fun

1. Begin the phoneme segmenting activity.

SAY Let's get our brains ready to segment sounds. First, I'll say the whole word. Then I'll show you how to tap out each sound.

2. Model phoneme segmenting. Say the word first. As you say each sound, begin by tapping your index finger to your thumb, middle finger to your thumb, and so on.

SAY The word is *that*.

SAY I can break it into sounds: /th/ /ă/ /t/.

3. Guide practice with phoneme segmenting. Encourage students to use their fingers to segment each sound, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say *back*. (*back*)

SAY Break it into sounds: /b/ /ă/ /k/. (*/b/ /ă/ /k/*)

SAY Say *with*. (*with*)

SAY Break it into sounds: /w/ /i/ /th/. (*/w/ /i/ /th/*)

4. Lead independent practice with phoneme segmenting.

SAY Let's do a few more. Try these by yourself. I'll say the word. You repeat the word, then tap out the word to break it into sounds.

SAY *mash* (*mash*, /m/ /ă/ /sh/)

SAY *chug* (*chug*, /ch/ /ü/ /g/)

SAY *tick* (*tick*, /t/ /i/ /k/)

SAY *much* (*much*, /m/ /ü/ /ch/)

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Letter-Sound Chant

1. Display the phonogram flipbook and transition to the letter-sound chant.

SAY Now, let's say our letter-sound chant to help us remember the letters and sounds we've learned.

2. Begin the letter-sound chant with the first phonogram card and point to the phonogram as you say it.

SAY *sh*, /sh/

3. Prompt students to join in the letter-sound chant for *sh*, /sh/.

4. Repeat this process with *ch*, /ch/; *th*, /th/ (voiced); *th*, /th/ (unvoiced); *wh*, /w/; *qu*, /kw/; and *ck*, /k/.

5. Wrap up the instructional routine.

SAY Great work segmenting phonemes and practicing letter-sound connections. These drills are the keys that will help you become strong readers and writers.

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Phonograms: sh, ch, th,
th, wh, qu, and ck



Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can read and spell the high-frequency words *big*, *ran*, and *here*.

Instruction RF.1.3.B, RF.1.3.G, L.1.2.D

Application SL.1.2



Learning Target

I can read and spell the high-frequency words *big*, *ran*, and *here*.

High-Frequency Words: Analysis

big

1. Introduce high-frequency words.

SAY High-frequency words are words that we see a lot when we read and use often when we write.

Today, we will learn how to read and spell a new high-frequency word. Let's examine our new word.

2. Display the word *big*.

SAY This word is *big*. The word *big* has three letters—*b*, *i*, *g*.

3. Give context for how the high-frequency word is used when speaking. Emphasize the word *big* when saying the following:

SAY *Big* is a word we use to talk about something large. You might hear someone say, "That is a *big* dog" or "The *big* balloon floated in the sky."

4. Teach the grapheme-phoneme correspondences in the word.

SAY *Big* is a word with three sounds: /b/ /i/ /g/.

SAY The letter *b* says /b/.

SAY The letter *i* says /i/.

SAY The letter *g* says /g/.

5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect it to. That means all the sounds in this word are regular.

6. Guide students in saying the sounds in the word and then blending the sounds together to form the word.

SAY Let's say the sounds we know in this word, one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /b/ /i/ /g/, *big*

7. Prompt students to read the word.

SAY So when we see this word, we know to read it as *big*.

ASK What's this word? (*big*)

Instruction RF.1.3.B, RF.1.3.G, L.1.2.D

Application SL.1.2

High-Frequency Words: Analysis

ran

1. Display the word *ran*.
SAY This word is *ran*. The word *ran* has three letters: *r*, *a*, *n*.
2. Give context for how the high-frequency word is used when speaking. Emphasize the word *ran* when saying the following:
SAY *Ran* is a word we use to describe when someone moved quickly on their feet and it happened in the past. You might hear someone say, “I *ran* to the park” or “She *ran* to catch the ball.”
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Ran* is a word with three sounds: /r/ /ă/ /n/.
SAY The letter *r* says /r/.
SAY The letter *a* says /ă/.
SAY The letter *n* says /n/.
4. Address the regularity of the grapheme-phoneme correspondences in the word.
SAY In this word, each letter makes the sound we expect it to. That means all the sounds in this word are regular.
5. Guide students in saying the sounds in the word and then blending the sounds together to form the word.
SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.
SAY /r/ /ă/ /n/, *ran*
6. Prompt students to read the word.
SAY So when we see this word, we know to read it as *ran*.
ASK What’s this word? (*ran*)

Instruction RF.1.3.B, RF.1.3.G, L.1.2.D

Application SL.1.2

High-Frequency Words: Analysis

here

1. Display the word *here*.
SAY This word is *here*. The word *here* has four letters: *h*, *e*, *r*, *e*.
2. Give context for how the high-frequency word is used when speaking. Emphasize the word *here* when saying the following:
SAY *Here* is a word we use to talk about a place close to us. You might hear someone say, “Come over *here*” or “We are *here* at the playground.”
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Here* is a word with three sounds: /h/ /ē/ /r/.
SAY The letter *h* says /h/.
SAY The letter *e* says /ē/. This sound is tricky, or irregular, because it is not the sound that *e* usually makes. It is making a long vowel sound here because it has the help of another *e* at the end of the word.
SAY The letter *r* says /r/.
SAY The last letter *e* is silent, but it is there to help the first *e* say its name.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The long vowel *e* and VCe concept is temporarily irregular. This concept will remain irregular until it is introduced in Grade 1, Module 3, Cycle 16.

SAY Two letters in this word, *h* and *r*, make the sounds we expect. But this word has two tricky parts. The letters *e* and *e* do not make the sounds we expect them to, so we'll mark them with hearts to remind us that these parts of the word need to be remembered by heart.

5. Guide students in saying the sounds in the word, including sounds represented by irregular graphemes, and then blending the sounds together to form the word.

SAY Let's say the sounds we know in this word, one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /h/ /ē/ /r/, *here*

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *here*.

ASK What's this word? (*here*)

Instruction RF.1.3.B, RF.1.3.G, L.1.2.D

Application SL.1.2

High-Frequency Words: Spelling

1. Direct students to the High-Frequency Words: Cycle 2 page in their student companions. Spell the high-frequency word by mapping graphemes to phonemes.

SAY As writers, you can spell high-frequency words using the sounds you hear in the words. In the word *big*, we heard three sounds: /b/ /ī/ /g/.

2. Touch each circle when articulating the phonemes, one at a time. After the student response, reveal each letter-sound correspondence to students.

ASK Help me spell the word *big*. Which letter makes the first sound, /b/? (*b*)

SAY That's right; the letter *b* makes the sound /b/.

ASK Which letter makes the sound /ī/? (*i*)

SAY That's right; the letter *i* makes the sound /ī/.

ASK Which letter makes that sound /g/? (*g*)

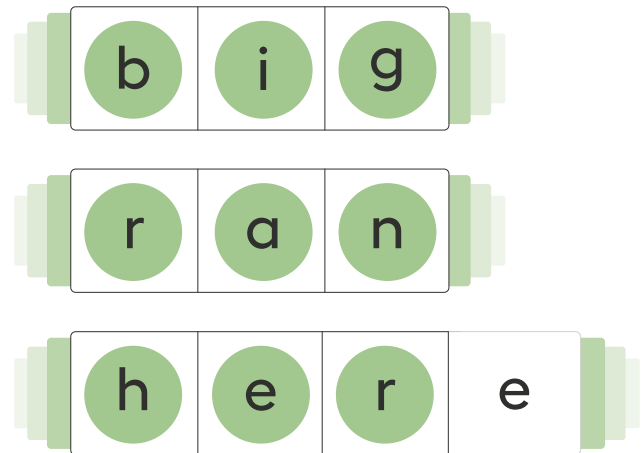
SAY That's right; the letter *g* makes the sound /g/.

3. Guide students in reading together what was written to ensure the word matches the word they intended to spell.

SAY Let's read what we wrote: /b/ /ī/ /g/, *big*. Great. We wrote the word *big*.

4. Repeat the previous steps with the high-frequency words *ran* and *here*, using the grapheme-phoneme correspondences as instructed previously.

5. Guide students in writing the high-frequency words *ran* and *here*.



- Display or store the high-frequency word cards for students to reference easily throughout the cycle.
- Wrap up the instructional routine.

SAY Now that we know the words *big*, *ran*, and *here*, we can look for them when we read and use them when we write.

Instruction RF.1.3.B, RF.1.3.G, L.1.2.D

Application SL.1.2

Transition Song

- Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



10

Suggested Pacing: 10 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- Learning Target #1:** I can read sentences by segmenting and blending words with digraph sounds.

Instruction RF.1.2.B, RF.1.3.A, RF.1.4.A

Application RF.1.1.A, RF.1.3.B, RF.1.3.G



Learning Target

I can read sentences by segmenting and blending words with digraph sounds.

Decoding Sentences: Sentence #1

- Introduce the instructional routine.

SAY Now, we'll practice sentences from our decodable *Zack and Wes*. These sentences include words with digraph

- Display the first sentence: "Zack and Wes sit and chat."

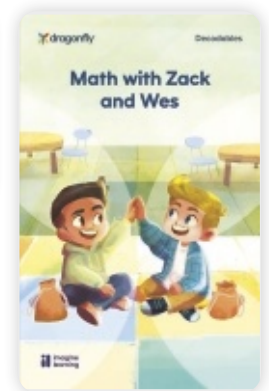
- Segment and blend the decodable words featuring digraphs.

SAY When I read, if I see a word I don't know automatically, I can segment and blend the sounds to figure it out. Let's practice this with words that have digraphs.

SAY /z/ /ă/ /k/, Zack (/z/ /ă/ /k/, Zack)

SAY /ch/ /ă/ /t/, chat (/ch/ /ă/ /t/, chat)

Zack and Wes sit
and chat.



I DO

1. Model reading the sentence. Draw your finger under the words as you read.

SAY Now, it's time to read the full sentence. I'll read the sentence to you first. Your job is to follow along. That means listening to and looking at the words as I read.

SAY "Zack and Wes sit and chat."

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.

SAY Now, we'll read the sentence together. I'll help you if you get stuck.

CHECK FOR SUCCESS If you hear students misread the same word, pause and review the letters and sounds. Segment and blend the word together; then have students try again.

YOU DO

1. Direct students to read the sentence independently.

SAY Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs-up when you've whisper read the sentence.

Instruction RF.1.2.B, RF.1.3.A, RF.1.4.A

Application RF.1.1.A, RF.1.3.B, RF.1.3.G

Decoding Sentences: Sentence #2

Ten is when we
have math.

1. Display the second sentence: "Ten is when we have math."
2. Segment and blend decodable words featuring digraphs.

SAY We have another sentence. Remember, when I read, if I see a word I don't know automatically, I can segment and blend the sounds to figure it out. Let's practice this with words that have digraphs.

SAY /w/ /ě/ /n/, when (/w/ /ě/ /n/, when)

SAY /m/ /ă/ /th/, math (/m/ /ă/ /th/, math)

I DO

1. Model reading the sentence. Draw your finger under the words as you read.

SAY It's time to read the next sentence. I'll read the sentence to you first. Remember, your job is to follow along.

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.

SAY Now, let's read our sentence together. I'll help you if you get stuck.

CHECK FOR SUCCESS If students misread a word, pause and review the letters in the word together. Model how to segment and blend the word; then have students try it with you.

YOU DO

1. Direct students to read the sentence independently.

SAY Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs-up when you've whisper read the sentence.

Instruction RF.1.2.B, RF.1.3.A, RF.1.4.A

Application RF.1.1.A, RF.1.3.B, RF.1.3.G

Decoding Sentences: Sentence #3

I see six red math chips on this mat, Wes.

1. Display the third sentence: "I see six red math chips on this mat, Wes."
2. Segment and blend the decodable words featuring digraphs.

SAY We have another sentence. Remember, when I read, if I see a word I don't know automatically, I can segment and blend the sounds to figure it out. Let's practice this with words that have digraphs.

SAY /m/ /ă/ /th/, math (/m/ /ă/ /th/, math)

SAY /ch/ /ĭ/ /p/ /s/, chips (/ch/ /ĭ/ /p/ /s/, chips)

SAY /th/ /ĭ/ /s/, this (/th/ /ĭ/ /s/, this)

I DO

1. Model reading the sentence. Draw your finger under the words as you read.
- SAY** It's time to read the next sentence. I'll read the sentence to you first. Remember, your job is to follow along.

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.
- SAY** Now, let's read our sentence together. I'll help you if you get stuck.
- CHECK FOR SUCCESS** If students misread a word, pause and review the letters in the word together. Model how to segment and blend the word; then have students try it with you.

YOU DO

1. Direct students to read the sentence independently.
- SAY** Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs-up when you've whisper read the sentence.

Instruction RF.1.2.B, RF.1.3.A, RF.1.4.A

Application RF.1.1.A, RF.1.3.B, RF.1.3.G

Decoding Sentences: Sentence #4

Do not rush.

1. Display the fourth sentence: "Do not rush."
2. Segment and blend the decodable words featuring digraphs.

SAY We're on our last sentence. Remember, when I read, if I see a word I don't know automatically, I can segment and blend the sounds to figure it out. Let's practice this with a word that has a digraph.

SAY /r/ /ŭ/ /sh/, rush (/r/ /ŭ/ /sh/, rush)

I DO

1. Model reading the sentence. Draw your finger under the words as you read.
- SAY** It's time to read the last sentence. I'll read the sentence to you first. Remember, your job is to follow along.

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.

SAY Now, let's read our sentence together. I'll help you if you get stuck.

CHECK FOR SUCCESS If students misread a word, pause and review the letters in the word together. Model how to segment and blend the word; then have students try it with you.

YOU DO

1. Direct students to read the sentence independently.

SAY Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs-up when you've whisper read the sentence.

2. Wrap up the instructional routine.

SAY Today, we practiced reading sentences from our book. This helped us get ready to read the whole book in the next lesson.

ASK What do you think will feel easier now that we've practiced? (Answers may vary.)



Differentiation

Approaching

- If students are guessing instead of decoding:

- Use a pause-and-prompt approach.

ASK What's the first sound? What's the next sound? Now, let's blend them together.

- Encourage a slow-blending approach by having students elongate each phoneme and gradually speed up until they say the whole word naturally.

Beyond

- If students have mastered reading these sentences, consider adding longer, more complex sentences from the decodable book to the lesson.

MLL Support

- Discuss the text briefly before and after decoding to support student comprehension. Use visuals or gestures to support understanding.

Instruction RF.1.2.B, RF.1.3.A, RF.1.4.A

Application RF.1.1.A, RF.1.3.B, RF.1.3.G

Reflect



2

Suggested Pacing: 2 minutes

Turn and Talk

Pair students to share something they learned or enjoyed from the lesson. Before sharing, prompt them to ask their partners a follow-up question or make a connection (e.g., "What did you like about that part?"). Call on a few pairs to share with the whole class.

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Decoding: Reading with Comprehension



Learning Targets

- I can practice reading high-frequency words.
- I can read *Math with Zack and Wes* by segmenting and blending words with digraph sounds.
- I can show understanding of *Math with Zack and Wes* by answering questions about key details.



Prepare in Advance

Teacher

- Phonogram cards for review: *sh, ch, th, th, wh, qu, and ck*
- High-frequency word cards *big, here, ran*

Student

- Decodable book *Math with Zack and Wes*



Standards

Instruction

RF.1.2.C, RF.1.2.D, RF.1.3.A, RF.1.3.B, RF.1.3.G, RF.1.4.A

Application

RL.1.10, RF.1.3, SL.1.1.A, SL.1.2, SL.1.4, SL.1.6



Agenda

- **Drill (2 minutes)**
 - Phonemic Fun
- **Opening (6 minutes)**
 - Learning Targets
 - High-Frequency Words: Review
 - Transition Song
- **Work Time (10 minutes)**
 - Learning Targets
 - Decoding with Comprehension
- **Reflect (2 minutes)**
 - My Favorite Part
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Phonemic Fun



1. Begin the phoneme segmenting activity.

SAY Let's get our brains ready to segment sounds. First, I'll say the whole word. Then I'll show you how to tap out each sound.

2. Model phoneme segmenting. Say the word first. As you say each sound, begin by tapping your index finger to your thumb, middle finger to your thumb, and so on.

SAY The word is *such*.

SAY I can break it into sounds: /s/ /ü/ /ch/.

3. Guide practice with phoneme segmenting. Encourage students to use their fingers to segment each sound, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say *this*. (*this*)

SAY Break it into sounds: /th/ /i/ /s/. (*/th/ /i/ /s/*)

SAY Say *quiz*. (*quiz*)

SAY Break it into sounds: /kw/ /i/ /z/. (*/kw/ /i/ /z/*)

4. Lead independent practice with phoneme segmenting.

SAY Let's do a few more. Try these by yourself. I'll say the word. You repeat the word, then tap out the word to break it into sounds.

SAY *shock* (*shock*, /sh/ /ö/ /k/)

SAY *wham* (*wham*, /w/ /ä/ /m/)

SAY *rock* (*rock*, /r/ /ö/ /k/)

SAY *shin* (*shin*, /sh/ /i/ /n/)

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Letter-Sound Chant

1. Display the phonogram flipbook and transition to the letter-sound chant.

SAY Now, let's say our letter-sound chant to help us remember the letters and sounds we've learned.

2. Begin the letter-sound chant with the first phonogram card and point to the phonogram as you say it.

SAY *sh*, /sh/

3. Prompt students to join in the letter-sound chant for *sh*, /sh/.

4. Repeat this process with *ch*, /ch/; *th*, /th/ (voiced); *th*, /th/ (unvoiced); *wh*, /w/; *qu*, /kw/; and *ck*, /k/.

5. Wrap up the instructional routine.

SAY Great work segmenting phonemes and practicing letter-sound connections. These drills are the keys that will help you become strong readers and writers.

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3



Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can practice reading high-frequency words.

Instruction RF.1.3.B, RF.1.3.G

Application SL.1.2



Learning Target

I can practice reading high-frequency words.

High-Frequency Words: Review

1. Introduce the review of high-frequency words.

SAY We will review some of the high-frequency words we have learned.

2. Display the word *big*.
3. Lead students through discussions of the phoneme-grapheme relationships in the word.
4. Direct students to say the sounds in the word and then blend the sounds together to say the whole word.
5. Repeat steps 2–4 with the high-frequency words *ran* and *here*.
6. Wrap up the instructional routine.

SAY Now that we've reviewed these words, we can look for them when we read and use them when we write.

Instruction RF.1.3.B, RF.1.3.G

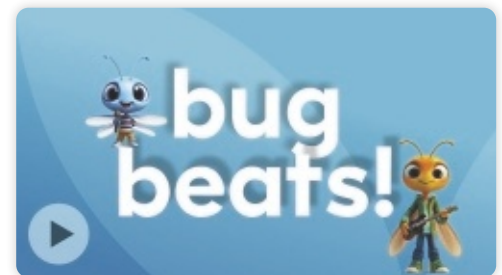
Application SL.1.2

big
ran
here

Transition Song

1. Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



Suggested Pacing: 10 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can read *Math with Zack and Wes* by segmenting and blending words with digraph sounds.
- **Learning Target #2:** I can show understanding of *Math with Zack and Wes* by answering questions about key details.

Instruction RF.1.3.A, RF.1.3.G, RF.1.4.A

Application RL.1.10, SL.1.2



Learning Targets

1. I can read *Math with Zack and Wes* by segmenting and blending words with digraph sounds.
2. I can show understanding of *Math with Zack and Wes* by answering questions about key details.

Introducing the Story Word

1. Introduce reading the complete decodable book.

SAY You've all worked hard learning to read words with digraph sounds and practicing new high-frequency words. Today, we put it all together and find out what happens in our story. This cycle's book is called *Math with Zack and Wes*, and it's full of words you can read. As we read, you'll see lots of words with digraphs, and you'll also spot our high-frequency words *big*, *ran*, and *here*.

2. Introduce the story word.

SAY There's one special word in this story that might be new to us. We call this a story word. It's an important word that helps us understand what the story is about. Our story word today is *count*.

3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY The letter *c* says /k/.

SAY The letters *ou* say /ow/.

SAY The letter *n* says /n/.

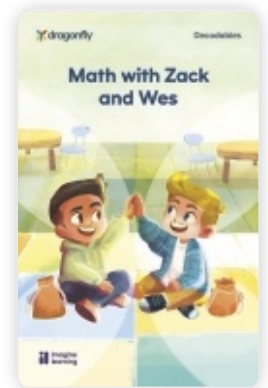
SAY The letter *t* says /t/.

SAY When we blend those sounds, we get /k/ /ow/ /n/ /t/, *count*. We'll learn more about these sounds and letters later.

4. Distribute the decodable book.

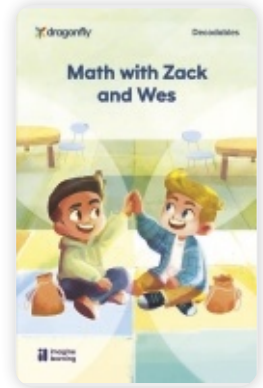
Instruction RF.1.3.A, RF.1.3.G, RF.1.4.A

Application RL.1.10, SL.1.2



count

Math with Zack and Wes



I DO

1. Model reading the story.

SAY I will read the story to you first. Your job is to follow along. That means listening to the words I read, looking at the words in your book, and turning the page when I turn the page.

WE DO

1. Lead students through reading the story together, providing corrective feedback as needed.

SAY Now, let's read our full story together. I'll help you if you get stuck.

CHECK FOR SUCCESS If you hear students misread the same word, pause and review the letters and sounds. Segment and blend the word together; then have students try again.

YOU DO

1. Direct students to read the story independently. Circulate to listen to individual students and provide quick corrective feedback as needed.

SAY Now, it's your turn. Whisper read the story on your own.

2. Introduce comprehension questions.

SAY We read stories to understand them. Let's answer some questions about what happened. After you share your answer, I might ask you to find the part in the book that shows it.

ASK Why do the kids sit on the rug? (*Miss Chang told the kids to sit on the rug because it was time for math.*)

ASK How do the math chips help Zack and Wes? (*The math chips help Zack and Wes count.*)

3. Wrap up the instructional routine.

SAY Great job today. You worked hard to read words with digraph sounds and spot our high-frequency words *big*, *ran*, and *here*. In our story, *Math with Zack and Wes*, you put everything you've learned into practice. Be aware of these sounds and words in other books you read. You're becoming stronger readers every day.

Differentiation

Approaching

- Encourage students to tap out the CCVC and CVCC words they read or point to each letter as they say its sound.
- If students need additional support accessing the decodable book, consider echo reading or partner reading.

Beyond

- If time allows, consider deepening comprehension by asking questions that encourage students to think more critically about the story.

Instruction RF.1.3.A, RF.1.3.G, RF.1.4.A

Application RL.1.10, SL.1.2

Reflect*Suggested Pacing: 2 minutes***My Favorite Part**

Provide the sentence starter “My favorite part was . . . because . . .” and encourage students to explain their reasoning.

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Encoding: Words and Sentences



Learning Targets

- I can segment CV, CVC, CVCC, and CCVC words into their individual sounds.
- I can spell CV, CVC, CVCC, and CCVC words by listening to the sounds and writing the matching letters.
- I can use capitalization and punctuation when I write sentences.



Prepare in Advance

Teacher

- Phonogram cards for review: *sh, ch, th, th, wh, qu,* and *ck*

Student

- Student companion
 - Spelling Words: Cycle 2
 - Writing Sentences: Cycle 2



Standards

Instruction

RF.1.1.A, RF.1.2.C, RF.1.2.D, RF.1.3.A, L.1.2.B, L.1.2.D

Application

RF.1.3, SL.1.1.A, SL.1.4, SL.1.6, L.1.1.A



Agenda

- **Drill (2 minutes)**
 - Phonemic Fun
- **Opening (6 minutes)**
 - Learning Targets
 - Encoding: Words
 - Transition Song
- **Work Time (10 minutes)**
 - Learning Targets
 - Encoding: Sentences
- **Reflect (2 minutes)**
 - Popcorn Reflection
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Phonemic Fun



1. Begin the phoneme segmenting activity.

SAY Let's get our brains ready to segment sounds. First, I'll say the whole word. Then I'll show you how to tap out each sound.

2. Model phoneme segmenting. Say the word first. As you say each sound, begin by tapping your index finger to your thumb, middle finger to your thumb, and so on.

SAY The word is *chum*.

SAY I can break it into sounds: /ch/ /ü/ /m/.

3. Guide practice with phoneme segmenting. Encourage students to use their fingers to segment each sound, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say *shack*. (*shack*)

SAY Break it into sounds: /sh/ /ă/ /k/. (*/sh/ /ă/ /k/*)

SAY Say *cash*. (*cash*)

SAY Break it into sounds: /k/ /ă/ /sh/. (*/k/ /ă/ /sh/*)

4. Lead independent practice with phoneme segmenting.

SAY Let's do a few more. Try these by yourself. I'll say the word. You repeat the word, then tap out the word to break it into sounds.

SAY *quack* (*quack*, /kw/ /ă/ /k/)

SAY *shut* (*shut*, /sh/ /ü/ /t/)

SAY *thick* (*thick*, /th/ /ÿ/ /k/)

SAY *mesh* (*mesh*, /m/ /ě/ /sh/)

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Letter-Sound Chant

1. Display the phonogram flipbook and transition to the letter-sound chant.

SAY Now, let's say our letter-sound chant to help us remember the letters and sounds we've learned.

2. Begin the letter-sound chant with the first phonogram card and point to the phonogram as you say it.

SAY *sh*, /sh/

3. Prompt students to join in the letter-sound chant for *sh*, /sh/.

4. Repeat this process with *ch*, /ch/; *th*, /th/ (voiced); *th*, /th/ (unvoiced); *wh*, /w/; *qu*, /kw/; and *ck*, /k/.

5. Wrap up the instructional routine.

SAY Great work segmenting phonemes and practicing letter-sound connections. These drills are the keys that will help you become strong readers and writers.

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Phonograms: sh, ch, th,
th, wh, qu, and ck



Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can segment CV, CVC, CVCC, and CCVC words into their individual sounds.
- **Learning Target #2:** I can spell CV, CVC, CVCC, and CCVC words by listening to the sounds and writing the matching letters.

Instruction RF.1.2.C, RF.1.2.D, RF.1.3.A, L.1.2.D

Application L.1.1.A



Learning Targets

1. I can segment CV, CVC, CVCC, and CCVC words into their individual sounds.
2. I can spell CV, CVC, CVCC, and CCVC words by listening to the sounds and writing the matching letters.

Encoding: Words

I DO

1. Introduce the instructional routine.

SAY Today, we're going to practice spelling words with digraphs. Remember, a digraph is when two letters work together to make one sound. First, we'll listen to a word, then break it into sounds, and then write the letters that match those sounds.

2. Model encoding by segmenting sounds with the thumb-tapping technique.

SAY Now, listen while I spell a word. To spell, I will say the word. Next, I will tap it out to hear the sounds in the word. Then, I'll write the word sound by sound.

SAY My word is *math*. In *math*, I hear the sounds /m/ /ă/ /th/.

TACTILE CUE Spread index, middle, and ring fingers. Beginning with the index finger, touch a finger with the thumb for each phoneme.

3. Display sound boxes and explain the use of the tool in supporting encoding.

SAY Now that I know my sounds, I can begin to write my word. I am going to use sound boxes to help me spell. Sound boxes help us connect which letters go with each sound.

4. Use sound boxes to complete the encoding model.

SAY When I segmented the word *math*, I heard the sounds /m/ /ă/ /th/. /M/ was my first sound, so I can write that sound in the first box. The letter *m* says /m/, so I will write the letter *m*.

SAY The next sound was /ă/. The letter *a* says /ă/, so I will write the letter *a* in the second box.

SAY The last sound was /th/. The letters *th* work together to say /th/, so I will write *th* in the third box.

5. Model checking for accuracy.

SAY Now, I will read what I wrote in the boxes to check my work. /M/ - /ă/ - /th/, *math*. That matches the word I wanted to write.

6. Repeat the encoding model with the word *shop*.

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WE DO

1. Direct students to the Spelling Words: Cycle 2 page in their student companions.
2. Guide students to write the first word with you, first by segmenting the sounds using the thumb-tapping technique.
 - SAY** Let's do the first word together. Say *chip*. (*chip*)
 - SAY** Break apart the sounds in the word *chip*. (/ch/ /i/ /p/)
3. Guide students to write the word in sound boxes with you. Model tapping out the word again, pronouncing each phoneme separately while writing a letter or letters in the appropriate box for each phoneme.
 - SAY** The first sound was /ch/. The letters *c* and *h* say /ch/, so we will write the letters *ch* in the first box.
 - SAY** The next sound was /i/. The letter *i* says /i/, so we will write the letter *i* in the second box.
 - SAY** The last sound was /p/. The letter *p* says /p/, so we will write the letter *p* in the third box.
 - SAY** Now we're going to read what we wrote in the boxes to check our work. /Ch/ - /i/ - /p/, *chip*. That matches the word we wanted to write.
 - SAY** Last, let's write the word *chip* again without sound boxes. This will help us remember how to spell it.
4. Repeat guided encoding practice with the words *back*, *such*, *wham*, and *shed*.

YOU DO

1. Lead students in independent encoding practice with the words *quiz* and *thud*.
2. Wrap up the instructional routine.
 - SAY** Great job today spelling words with digraphs. We listened to words, broke them into sounds, and wrote letters that matched those sounds. This skill will help us become stronger readers and writers.

Differentiation**Approaching**

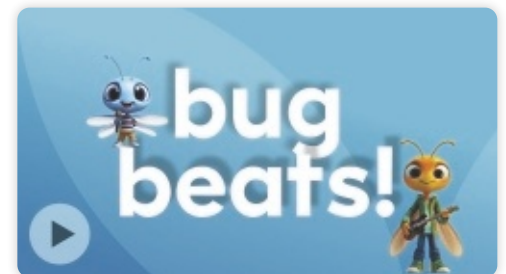
- Remind students of the sounds for each letter and refer to the articulation cards as needed, particularly when distinguishing between the sounds of the vowels.

Instruction RF.1.2.C, RF.1.2.D, RF.1.3.A, L.1.2.D

Application L.1.1.A

Transition Song

1. Gather students as a whole group and sing the suggested transition song.
 - SAY** Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can segment CV, CVC, CVCC, and CCVC words into their individual sounds.
- **Learning Target #2:** I can spell CV, CVC, CVCC, and CCVC words by listening to the sounds and writing the matching letters.
- **Learning Target #3:** I can use capitalization and punctuation when I write sentences.

Instruction RF.1.1.A, RF.1.2.C, RF.1.2.D, L.1.2.B, L.1.2.D

Application L.1.1.A



Learning Targets

1. I can segment CV, CVC, CVCC, and CCVC words into their individual sounds.
2. I can spell CV, CVC, CVCC, and CCVC words by listening to the sounds and writing the matching letters.
3. I can use capitalization and punctuation when I write sentences.

Encoding: Sentences

1. Begin the sentence writing routine. Direct students to the Writing Sentences: Cycle 2 page in their student companions.

SAY Now that we've practiced writing some words from *Math with Zack and Wes*, we're going to write a full sentence together. Listen carefully as I read a sentence from our book: "Set the math chips on a mat." Let's write this sentence one word at a time.

2. Read the sentence aloud. Then, engage students in sentence rehearsal, repeating the sentence a few times as needed.

SAY "Set the math chips on a mat."

SAY Now, it's your turn to say the sentence with me: "Set the math chips on a mat."

SAY Great work. Now, we're ready to start writing.

3. Introduce the first word of the sentence. Say the word aloud. Invite a student volunteer to write the word on the board, focusing on segmenting and encoding strategies (e.g., finger-tapping sounds). Have students follow along on their whiteboards or worksheets. Provide modeling if needed.

4. Introduce capitalization.

SAY The first word in a sentence starts with a capital letter. Watch as I write it.

5. Introduce spacing between words.

SAY After writing a word, we need to leave a space before writing the next one. Watch me use my finger to make the space.

6. Guide students to write each subsequent word using the appropriate strategies. Adjust modeling and support as needed.



7. Introduce punctuation.

SAY When we finish a sentence, we add a period to show that it is complete. Watch as I write it.

8. Point to each word while reading the completed sentence aloud. Then, invite students to read the completed sentence together as a class.
9. Introduce the second sentence: "Ten is when we have math." Read the sentence aloud. Then, engage students in sentence rehearsal, repeating the sentence a few times as needed.
10. Guide students in writing the sentence using the appropriate strategies. Adjust modeling and support as needed.
11. Wrap up the instructional routine.

SAY Great work, everyone. Today, we wrote a complete sentence. First, we thought about the words we needed to write. Then, we used our spelling and spacing strategies to write each word and add punctuation at the end. Finally, we read the whole sentence together. Writing sentences helps us share our ideas clearly, just like writers do in books.



Differentiation

Approaching

- Direct students' attention to the alphabet chart for support with proper letter formation.
- Consider targeting only the words in the sentence that contain target phoneme-grapheme patterns and high-frequency words for the cycle if writing a full sentence is too complex for students.
- Consider providing sound boxes for each word as a scaffold for those students who may find it challenging to segment individual words in a sentence. Gradually reduce the use of sound boxes as students gain confidence and accuracy in segmenting and writing words in sentences.

Beyond

- Use a more complex sentence for students who are ready for more challenging work. Choose a sentence from the decodable book or a sentence aligned with module content that does not necessarily stick exclusively to sounds, letters, and patterns introduced in the letter cycles. You can invite students to contribute parts (e.g., a high-frequency word, a beginning phoneme) that they know and then model and fill in the rest. This strategy reinforces vocabulary and content learning.

MLL Support

- Consider using pictures to clarify nouns or verbs in the sentence that may be new. Act out verbs for clarification. Students strengthen their letter-sound connections when they see that letters are tools that allow them to communicate an idea.

Instruction RF.1.1.A, RF.1.2.C, RF.1.2.D, L.1.2.B, L.1.2.D

Application L.1.1.A



Popcorn Reflection

Have students stand up one at a time to share something the student or a friend did well, learned, or found interesting. Encourage students to use specific language (e.g., “I liked how we used _____ to . . .”).

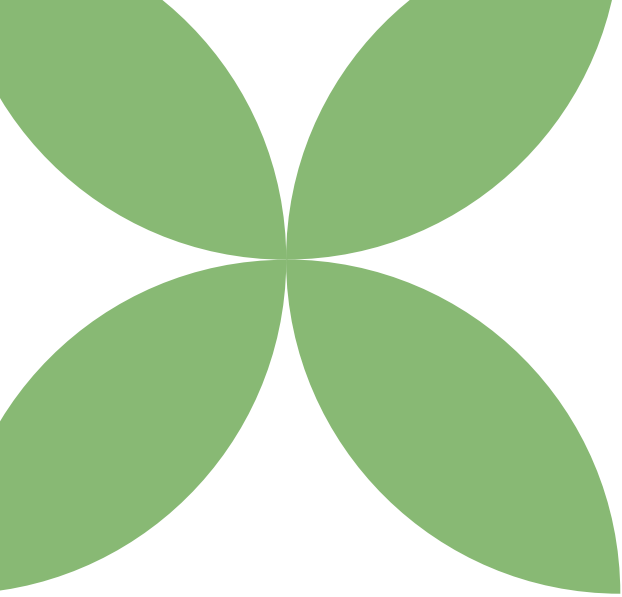
Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Fluency Partner Read



Learning Targets

- I can take turns reading aloud and listening to a partner read.
- I can read aloud with accuracy.



Prepare in Advance

Teacher

- Phonogram cards for review:
 - Vowels (*a, e, i, o, u*)
 - Digraphs (*sh, ch, th, wh, qu, and ck*)

Student

- Student companion
 - Fluency Partner Read: Cycle 2



Standards

Instruction

RF.1.2.C, RF.1.2.D, RF.1.4.B, SL.1.1.A

Application

RF.1.3, SL.1.1.A, SL.1.4, SL.1.6



Agenda

- **Drill (2 minutes)**
 - Phonemic Fun
- **Opening (11 minutes)**
 - Learning Targets
 - Fluency Partner Read
 - Transition Song
- **Reflect (2 minutes)**
 - Pass the Microphone
 - Transition to Small Group



Total Lesson Time
15 minutes



Phonemic Fun



1. Begin the phoneme segmenting activity.

SAY Let's get our brains ready to segment sounds. First, I'll say the whole word. Then I'll show you how to tap out each sound.

2. Model phoneme segmenting. Say the word first. As you say each sound, begin by tapping your index finger to your thumb, middle finger to your thumb, and so on.

SAY The word is *fish*.

SAY I can break it into sounds: /f/ /ɪ/ /ʃ/.

3. Guide practice with phoneme segmenting. Encourage students to use their fingers to segment each sound, as able.

SAY Now, I want you to practice some with me. Get your mouths and hands ready.

SAY Say *pack*. (*pack*)

SAY Break it into sounds: /p/ /ă/ /k/. (/p/ /ă/ /k/)

SAY Say *shed*. (*shed*)

SAY Break it into sounds: /ʃ/ /ě/ /d/. (/ʃ/ /ě/ /d/)

4. Lead independent practice with phoneme segmenting.

SAY Let's do a few more. Try these by yourself. I'll say the word. You repeat the word, then tap out the word to break it into sounds.

SAY *dish* (*dish*, /d/ /ɪ/ /ʃ/)

SAY *lick* (*lick*, /l/ /ɪ/ /k/)

SAY *math* (*math*, /m/ /ă/ /th/)

SAY *sock* (*sock*, /s/ /ɒ/ /k/)

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Letter-Sound Chant

1. Display the phonogram flipbook and transition to the letter-sound chant.

SAY Now, let's say our letter-sound chant to help us remember the letters and sounds we've learned.

2. Begin the letter-sound chant with the first phonogram card and point to the phonogram as you say it.

SAY *a*, /ă/

3. Prompt students to join in the letter-sound chant for *a*, /ă/.

4. Repeat this process with *e*, /ě/; *i*, /ɪ/; *o*, /ɒ/; *u*, /ʊ/; *sh*, /ʃ/; *ch*, /ch/; *th*, /th/ (voiced); *th*, /th/ (unvoiced); *wh*, /w/; *qu*, /kw/; and *ck*, /k/.

5. Wrap up the instructional routine.

SAY Great work segmenting phonemes and practicing letter-sound connections. These drills are the keys that will help you become strong readers and writers.

Instruction RF.1.2.C, RF.1.2.D

Application RF.1.3

Phonograms: *a*, *e*, *i*, *o*, *u*,
sh, *ch*, *th*, *th*, *wh*, *qu*,
and *ck*

Opening



Suggested Pacing: 11 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can take turns reading aloud and listening to a partner read.
- **Learning Target #2:** I can read aloud with accuracy.

Instruction RF.1.4.B, SL.1.1.A

Application RF.1.3



Learning Targets

1. I can take turns reading aloud and listening to a partner read.
2. I can read aloud with accuracy.

Fluency

1. Before introducing the activity, decide how students will partner with one another. Direct them to sit next to each other during the lesson.
2. Introduce the activity.

SAY Today, you will learn about partner reading, an activity we will do to practice reading aloud fluently. You will pair up with a partner and take turns reading aloud. When it's not your turn to read, you will follow along, reading in your head.

3. Display the fluency anchor chart for students.

SAY Fluency is reading words accurately, automatically, and at a smooth, appropriate pace. A fluent reader uses expression and phrasing to sound like they are having a conversation with someone. Reading fluently helps us understand what we read.

4. Point to the accuracy line of the fluency chart.

SAY Today, we will focus on accuracy. Accuracy is reading words correctly.

Instruction RF.1.4.B, SL.1.1.A

Application RF.1.3

Fluency

Term	Definition
accuracy	reading words correctly
automaticity	reading words right away without pausing to think too much
rate	reading at the right speed, not too fast and not too slow
expression	paying attention to punctuation and changing your voice to show meaning
phrasing	grouping or "scooping" words together into phrases
comprehension	understanding the meaning of words

Model Partner Reading

1. Model how to complete the activity. Display and read aloud all fluency sentences, pointing to each word as you read.

SAY You will all be my partner. Listen to me read aloud and follow along.

I will make sure I read words accurately. If I get stuck on a word, I will segment each sound and then blend them together to read them accurately.

Fluency Sentences

A	"Each and every booth has a spot."
B	Cam and Tom survey the gym.
A	And then it starts! A crowd of chatty kids rushes in the gym.
B	"It can be a bit messy, but it's easy. We're happy to help."

2. Begin guided practice by instructing students to take turns reading each sentence aloud with you. Track the sentences with your pointer finger.

SAY Now, let's practice taking turns reading aloud. You will all read the first and third sentences together. I will read the second and fourth sentences to you. Remember to try your best to read each word accurately.

Instruction RF.1.4.B, SL.1.1.A
Application RF.1.3

Partner Reading Norms

1. Distribute fluency sentences to each student.
2. Display and introduce the partner reading norms chart.
SAY These are our partner reading norms. These norms will help you remember what you should do to be successful when you pair up for partner reading.
3. Point to the first bullet of the partner reading norms chart.
SAY Now, it's your turn to partner read. Our first norm for partner reading is to sit side by side and elbow to elbow. This will help you hear your partner and see what your partner is reading.
4. Assign students as Partner A and Partner B. Confirm with students that Partner A will read the first and third sentences. Partner B will read the second and fourth sentences. Spread students out so they can hear each other read aloud.

Instruction RF.1.4.B, SL.1.1.A
Application RF.1.3



- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Support each other with kind, specific feedback.

Partner Reading

1. Lead independent practice with the partner reading activity.
CHECK FOR SUCCESS If you note partners struggling with accuracy as you circulate and listen in, model reading the word by segmenting and blending the sounds aloud. Then, prompt students to return to the beginning of the word and try segmenting and blending it themselves. Encourage them to say the sounds clearly and blend them together to read the word accurately.
2. Celebrate students for taking turns reading aloud with accuracy. Encourage students to give each other a high five and praise their work.
3. Wrap up the partner reading activity.
SAY Great job today with partner reading. By reading aloud to one other, you are on your way to becoming fluent readers.

Instruction RF.1.4.B, SL.1.1.A
Application RF.1.3

Fluency Sentences

A	"Each and every booth has a spot."
B	Cam and Tom survey the gym.
A	And then it starts! A crowd of chatty kids rushes in the gym.
B	"It can be a bit messy, but it's easy. We're happy to help."

Transition Song

1. Gather students as a whole group and sing the suggested transition song.
SAY Let's sing our transition song as we prepare for the next part of our lesson.



Reflect



2

Suggested Pacing: 2 minutes

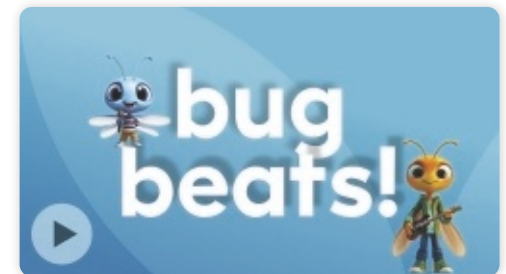
Pass the Microphone

Sitting in a circle, students pass around a pretend microphone. Students share one thing they learned, found interesting, or had a question about. To foster collaboration, encourage students to respond to a classmate's comment (e.g., "I learned the same thing as [Name]" or "I have a question about what [Name] said.").

Application SL.1.1.A, SL.1.4, SL.1.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.
SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.



Instructional Focus

w Blends and Three-Letter Blends

Cycle Description

In Cycle 3, students continue to strengthen their phonics knowledge by reviewing consonant blends with *l*, *r*, and *s* and learning new blends with *w* (*sw-*, *tw-*, *dw-*) and three-letter blends (e.g., *scr-*, *spl-*, and *str-*). Students apply the new concepts they're learning to decoding and encoding routines, building accuracy and fluency as the cycle progresses. Phonemic awareness instruction emphasizes phoneme blending with CCVC words, helping students attend to the sequence of sounds in blends. This cycle deepens foundational decoding and encoding strategies while reinforcing predictable instructional routines.

Assessment

At the end of the cycle, a Skills Check provides an opportunity to assess key learning from Cycles 1–3, including the following:

- high-frequency words
- decoding
- encoding

Decodable Book

Splish-Splash Swish!



High-Frequency Words

run
red
play
blue

Cycle Lessons

LESSON 1	New Concept	76
LESSON 2	Decoding: Sentences	85
LESSON 3	Decoding: Reading with Comprehension	95
LESSON 4	Encoding: Words and Sentences	101
LESSON 5	Fluency Partner Read	108

CCSS Standards Grade 1

READING | Literature

- RL.K.1 Ask and answer questions about key details in a text.
- RL.K.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.K.3 Describe characters, settings, and major events in a story, using key details.
- RL.K.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.K.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.K.6 Identify who is telling the story at various points in a text.
- RL.K.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.K.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.K.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING | Informational Text

- RI.K.1 Ask and answer questions about key details in a text.
- RI.K.2 Identify the main topic and retell key details of a text.
- RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.K.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.K.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.K.7 Use the illustrations and details in a text to describe its key ideas.
- RI.K.8 Identify the reasons an author gives to support points in a text.
- RI.K.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 With prompting and support, read informational texts appropriately complex for grade 1.

READING | Foundational Skills

- RF.1.1 Demonstrate understanding of the organization and basic features of print.**
 - RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
 - RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.
 - RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.B Decode regularly spelled one-syllable words.
- RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3.F Read words with inflectional endings.
- RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.**
- RF.1.4.A Read grade-level text with purpose and understanding.
- RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

- W.K.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.K.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.K.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.
- W.K.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.
- W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
- SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- L.1.1.A Print all upper- and lowercase letters.
 - L.1.1.B Use common, proper, and possessive nouns.
 - L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - L.1.1.E 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).
 - L.1.1.F Use frequently occurring adjectives.
 - L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - L.1.1.H Use determiners (e.g., articles, demonstratives).
 - L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).
 - L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.1.2.A Capitalize dates and names of people.
 - L.1.2.B Use end punctuation for sentences.
 - L.1.2.C Use commas in dates and to separate single words in a series.
 - L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
- L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.
 - L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
- L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - L.1.5.B 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).
 - L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

