

# GRADE 1 • Foundational Skills

|          |        | PHONICS   | PHONOLOGICAL AWARENESS   | HIGH-FREQUENCY WORDS   |
|----------|--------|---|--|--|
| MODULE 1 | WEEK 1 | <ul style="list-style-type: none"> <li>Consonants <i>m, s, t, b</i></li> <li>Short <i>a</i></li> </ul>                                | <ul style="list-style-type: none"> <li>Blend Onset/Rime</li> <li>Segment Syllables, Onset/Rime</li> <li>Alliteration; Isolate Phonemes</li> <li>Blend Phonemes</li> </ul>    | <ul style="list-style-type: none"> <li><i>go, is, like, see, the, this, to, we</i></li> <li>Decodable: <i>am, at</i></li> </ul>  |
|          | WEEK 2 | <ul style="list-style-type: none"> <li>Consonants <i>n, d, p, c /k/</i></li> <li>Short <i>a</i></li> </ul>                            | <ul style="list-style-type: none"> <li>Blend Onset/Rime</li> <li>Blend Phonemes</li> <li>Segment Onset/Rime</li> </ul>   | <ul style="list-style-type: none"> <li><i>a, first, good, had, he, I, my, was</i></li> <li>Decodable: <i>an, can, man</i></li> </ul>                                   |
|          | WEEK 3 | <ul style="list-style-type: none"> <li>Consonants <i>r, f, s /z/</i>; Short <i>i</i></li> <li>Inflection -s</li> </ul>                | <ul style="list-style-type: none"> <li>Alliteration; Segment Phonemes</li> <li>Blend Phonemes</li> <li>Segment Phonemes</li> <li>Isolate Phonemes: Identify Vowel</li> </ul> | <ul style="list-style-type: none"> <li><i>and, find, for, just, many, one, she, then</i></li> <li>Decodable: <i>as, if, in, is, it</i></li> </ul>                      |
| MODULE 2 | WEEK 1 | <ul style="list-style-type: none"> <li>Consonants <i>g, k</i></li> <li>Review Short <i>a, i</i></li> </ul>                            | <ul style="list-style-type: none"> <li>Blend Onset/Rime</li> <li>Blend Phonemes</li> <li>Segment Onset/Rime</li> <li>Segment Phonemes</li> </ul>                             | <ul style="list-style-type: none"> <li><i>are, buy, little, said, too, up, will, you</i></li> <li>Decodable: <i>big, did, its, ran, sit</i></li> </ul>                 |
|          | WEEK 2 | <ul style="list-style-type: none"> <li>Consonants <i>l, h</i>; Short <i>o</i></li> <li>Review Short <i>a, i, o</i></li> </ul>         | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Alliteration; Isolate Phonemes</li> <li>Segment Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li><i>do, live (verb), of, our, wants, what, with, your</i></li> <li>Decodable: <i>got, had, has, him, his, not</i></li> </ul>     |
|          | WEEK 3 | <ul style="list-style-type: none"> <li>Consonants <i>w, j, y, v</i>; Short <i>u</i></li> <li>Review Short <i>i, o, u</i></li> </ul>   | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Phonemes</li> <li>Isolate, Segment Phonemes</li> <li>Isolate Phonemes: Identify Vowel</li> </ul>      | <ul style="list-style-type: none"> <li><i>about, eat, how, make, out, put, takes, who</i></li> <li>Decodable: <i>but, cut, on, run, up, us</i></li> </ul>              |
| MODULE 3 | WEEK 1 | <ul style="list-style-type: none"> <li>Consonants <i>qu, x, z</i>; Short <i>e</i></li> <li>Review Short <i>e, i, o, u</i></li> </ul>  | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate, Segment Phonemes</li> </ul>  | <ul style="list-style-type: none"> <li><i>day, every, fly, have, look, made, they, write</i></li> <li>Decodable: <i>get, let, red, six, ten, yes</i></li> </ul>        |
|          | WEEK 2 | <ul style="list-style-type: none"> <li>Double Final Consonants</li> <li>Consonants <i>ck /k/</i></li> </ul>                           | <ul style="list-style-type: none"> <li>Identify, Produce Rhyme</li> <li>Isolate Phonemes: Identify Vowel</li> <li>Isolate, Segment Phonemes</li> </ul>                       | <ul style="list-style-type: none"> <li><i>all, down, four, from, her, now, saw, went</i></li> <li>Decodable: <i>back, off, pick, tell, well, will</i></li> </ul>       |
|          | WEEK 3 | <ul style="list-style-type: none"> <li>Consonant Digraph <i>sh</i></li> <li>Review <i>s, sh</i></li> </ul>                            | <ul style="list-style-type: none"> <li>Alliteration: Digraphs</li> <li>Blend Phonemes</li> <li>Isolate, Segment Phonemes</li> </ul>  | <ul style="list-style-type: none"> <li><i>by, call, could, know, some, there, were, would</i></li> <li>Decodable: <i>fish, hot, wish</i></li> </ul>                    |
| MODULE 4 | WEEK 1 | <ul style="list-style-type: none"> <li>Consonant Digraph <i>ch</i></li> <li>Review <i>ch, sh</i></li> </ul>                           | <ul style="list-style-type: none"> <li>Alliteration: Digraphs</li> <li>Blend Phonemes</li> <li>Segment Phonemes</li> <li>Manipulate Phonemes: Change</li> </ul>              | <ul style="list-style-type: none"> <li><i>be, here, me, play, started, today, use, very</i></li> <li>Decodable: <i>much, such</i></li> </ul>                           |
|          | WEEK 2 | <ul style="list-style-type: none"> <li>Consonant Digraphs <i>th, wh</i>; Trigraph <i>-tch</i></li> <li>Inflections -s, -es</li> </ul> | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment, Count Phonemes</li> <li>Manipulate Phonemes: Add, Change</li> </ul>                                  | <ul style="list-style-type: none"> <li><i>jump, right, say, their, walk, way, where, why</i></li> <li>Decodable: <i>that, them, then, this, when, which</i></li> </ul> |
|          | WEEK 3 | <ul style="list-style-type: none"> <li>Initial Blends with <i>s</i></li> <li>Review <i>sh, th, st</i></li> </ul>                      | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment, Count Phonemes</li> </ul>  | <ul style="list-style-type: none"> <li><i>after, before, does, don't, grow, into, no, wash</i></li> <li>Decodable: <i>spell, still, stop, than, with</i></li> </ul>    |

| FLUENCY                      | SPELLING   | HANDWRITING  | CONCEPTS OF PRINT             |
|------------------------------|--|--|-------------------------------|
| Accuracy and Self-Correction | <b>Short a</b> <ul style="list-style-type: none"> <li>Basic Words: <i>am, at, bat, mat, Sam, sat</i></li> </ul>  | Manuscript: <i>a, d</i>                                | Letters, Words, and Sentences |
| Reading Rate                 | <b>Short a</b> <ul style="list-style-type: none"> <li>Basic Words: <i>an, bad, can, cat, nap, pan</i></li> <li>Review Words: <i>am, at, bat, sat</i></li> <li>Challenge Words: <i>lamp, trap</i></li> </ul>                                    | Pencil Grip and Paper Position                         | Directionality                |
| Phrasing                     | <b>Short i</b> <ul style="list-style-type: none"> <li>Basic Words: <i>fit, him, is, it, pin, sip</i></li> <li>Review Words: <i>an, cat, nap, pan</i></li> <li>Challenge Words: <i>rich, spin</i></li> </ul>                                    | Manuscript: <i>i, l, t</i>                             | End Punctuation               |
| Expression                   | <b>Short i</b> <ul style="list-style-type: none"> <li>Basic Words: <i>big, did, dig, in, pig, sit</i></li> <li>Review Words: <i>fit, it, pin, sip</i></li> <li>Challenge Words: <i>fish, ship</i></li> </ul>                                   | Paper Position and Left-to-Right Directionality        | Words in Sentences            |
| Intonation                   | <b>Short o</b> <ul style="list-style-type: none"> <li>Basic Words: <i>hot, hop, log, not, on, top</i></li> <li>Review Words: <i>big, dig, pig, sit</i></li> <li>Challenge Words: <i>block, shop</i></li> </ul>                                 | Manuscript: <i>g, o</i>                                | Commas                        |
| Accuracy and Self-Correction | <b>Short u</b> <ul style="list-style-type: none"> <li>Basic Words: <i>bug, hug, mud, nut, tub, up</i></li> <li>Review Words: <i>hop, hot, log, not</i></li> <li>Challenge Words: <i>bathtub, puppy</i></li> </ul>                              | Manuscript: <i>q, u</i>                                | Quotation Marks               |
| Reading Rate                 | <b>Short e</b> <ul style="list-style-type: none"> <li>Basic Words: <i>hen, leg, pen, web, wet, yet</i></li> <li>Review Words: <i>bug, mud, nut, tub</i></li> <li>Challenge Words: <i>messy, went</i></li> </ul>                                | Manuscript: <i>e, f</i>                                | Letters, Words, and Sentences |
| Expression                   | <b>Double Final Consonants</b> <ul style="list-style-type: none"> <li>Basic Words: <i>egg, grass, miss, tell, well, will</i></li> <li>Review Words: <i>leg, web, wet, yet</i></li> <li>Challenge Words: <i>game, these</i></li> </ul>          | Manuscript: <i>s</i> and Left-to-Right Directionality  | End Punctuation               |
| Phrasing                     | <b>Consonant Digraph sh</b> <ul style="list-style-type: none"> <li>Basic Words: <i>dash, fish, rush, ship, shop, wish</i></li> <li>Review Words: <i>grass, miss, tell, will</i></li> <li>Challenge Words: <i>shape, shoe</i></li> </ul>        | Manuscript: <i>b, h, r</i>                             | Dialogue                      |
| Intonation                   | <b>Consonant Digraph ch</b> <ul style="list-style-type: none"> <li>Basic Words: <i>chick, chin, chip, chop, much, rich</i></li> <li>Review Words: <i>rush, ship, shop, wish</i></li> <li>Challenge Words: <i>boy, girl</i></li> </ul>          | Manuscript: <i>c</i> and Letter Spacing and Legibility | Words in Sentences            |
| Accuracy and Self-Correction | <b>Consonant Digraphs th, wh</b> <ul style="list-style-type: none"> <li>Basic Words: <i>that, then, this, which, whip, with</i></li> <li>Review Words: <i>chick, chin, much, rich</i></li> <li>Challenge Words: <i>think, wheel</i></li> </ul> | Manuscript: <i>k, v, w</i>                             | Directionality                |
| Reading Rate                 | <b>Initial Blends with s</b> <ul style="list-style-type: none"> <li>Basic Words: <i>slid, spit, split, step, stop, strap</i></li> <li>Review Words: <i>that, this, which, whip</i></li> <li>Challenge Words: <i>slide, stick</i></li> </ul>    | Manuscript: <i>j, p</i>                                | Capitalization                |

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|          |        | PHONICS  | PHONOLOGICAL AWARENESS   | HIGH-FREQUENCY WORDS  |
|----------|--------|--|--|---|
| MODULE 5 | WEEK 1 | <ul style="list-style-type: none"> <li>Initial Blends with <i>l</i></li> <li>Review <i>st, sl, fl, cl</i></li> </ul>               | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Manipulate Phonemes: Add</li> <li>Segment, Count Phonemes</li> </ul>                                      | <ul style="list-style-type: none"> <li><i>around, came, come, found, other, people, two, worked</i></li> <li>Decodable: <i>black</i></li> </ul>                                     |
|          | WEEK 2 | <ul style="list-style-type: none"> <li>Initial Blends with <i>r</i></li> <li>Compound Words</li> </ul>                             | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Manipulate Phonemes: Delete</li> <li>Segment, Count Phonemes</li> <li>Manipulate Phonemes: Add</li> </ul> | <ul style="list-style-type: none"> <li><i>again, away, because, cold, fall, full, or, pretty</i></li> </ul>   |
|          | WEEK 3 | <ul style="list-style-type: none"> <li>Final Blends</li> <li>Inflection <i>-ed</i></li> </ul>                                      | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment, Count Phonemes</li> <li>Manipulate Phonemes: Change</li> </ul>                                   | <ul style="list-style-type: none"> <li><i>any, done, laugh, long, more, pull, teacher, think</i></li> <li>Decodable: <i>and, ask, best, fast, jump, just</i></li> </ul>             |
| MODULE 6 | WEEK 1 | <ul style="list-style-type: none"> <li>Long <i>e, i, o</i> (CV)</li> <li>Possessives with <i>'s</i></li> </ul>                     | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Phonemes: Identify Vowel</li> <li>Segment Phonemes</li> </ul>                                     | <ul style="list-style-type: none"> <li><i>another, gave, house, over, own, read, water, white</i></li> <li>Decodable: <i>be, he, into, me, she, so</i></li> </ul>                   |
|          | WEEK 2 | <ul style="list-style-type: none"> <li>Long <i>a</i> (VCe)</li> <li>Soft <i>c</i></li> </ul>                                       | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Phonemes: Identify Vowel</li> <li>Segment Phonemes</li> <li>Identify, Produce Rhyme</li> </ul>    | <ul style="list-style-type: none"> <li><i>always, began, better, gives, hurt, shall, should, things</i></li> <li>Decodable: <i>ate, came, gave, made, make, place</i></li> </ul>    |
|          | WEEK 3 | <ul style="list-style-type: none"> <li>Long <i>i, o</i> (VCe)</li> <li>Silent Letters <i>kn, wr</i></li> </ul>                     | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> <li>Manipulate Phonemes: Delete</li> </ul>  | <ul style="list-style-type: none"> <li><i>carry, draw, eight, even, goes, may, seven, shows</i></li> <li>Decodable: <i>home, like, ride, side, time, white</i></li> </ul>           |
| MODULE 7 | WEEK 1 | <ul style="list-style-type: none"> <li>Long <i>u, e</i> (VCe)</li> <li>Soft <i>g</i> (<i>g, dge</i>)</li> </ul>                    | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Manipulate Phonemes: Change</li> <li>Segment Phonemes</li> <li>Identify, Produce Rhyme</li> </ul>         | <ul style="list-style-type: none"> <li><i>animal, heads, keep, let's, point, something, voice, won't</i></li> <li>Decodable: <i>five, must, these, those, use, write</i></li> </ul> |
|          | WEEK 2 | <ul style="list-style-type: none"> <li>Long <i>e</i> (<i>ea, ee</i>)</li> <li>Short <i>e</i> (<i>ea</i>)</li> </ul>                | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> <li>Identify, Produce Rhyme</li> </ul>  | <ul style="list-style-type: none"> <li><i>below, far, hear, hold, old, only, open, round</i></li> <li>Decodable: <i>clean, green, head, please, read, see</i></li> </ul>            |
|          | WEEK 3 | <ul style="list-style-type: none"> <li>Long <i>a</i> (<i>ai, ay</i>)</li> <li>Contractions with <i>'m, 's, n't, 'll</i></li> </ul> | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Produce Rhymes</li> <li>Segment Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li><i>air, different, drink, enough, never, small, through, under</i></li> <li>Decodable: <i>day, don't, may, play, say, way</i></li> </ul>     |

| FLUENCY                      | SPELLING  | HANDWRITING                            | CONCEPTS OF PRINT             |
|------------------------------|---|--|-------------------------------|
| Expression                   | <b>Initial Blends with l</b> <ul style="list-style-type: none"> <li>Basic Words: <i>clap, club, flag, flap, slam, sled</i></li> <li>Review Words: <i>slid, spit, step, stop</i></li> <li>Challenge Words: <i>flower, tube</i></li> </ul>                          | Manuscript: <i>m, n</i> and Legibility | Directionality                |
| Phrasing                     | <b>Initial Blends with r</b> <ul style="list-style-type: none"> <li>Basic Words: <i>drip, drum, grin, scrub, trap, trip</i></li> <li>Review Words: <i>clap, club, flap, sled</i></li> <li>Challenge Words: <i>branch, try</i></li> </ul>                          | Manuscript: <i>H, I, L, T</i>          | Commas                        |
| Intonation                   | <b>Final Blends</b> <ul style="list-style-type: none"> <li>Basic Words: <i>ant, fast, jump, lamp, must, went</i></li> <li>Review Words: <i>drum, grin, trap, trip</i></li> <li>Challenge Words: <i>jumped, pants</i></li> </ul>                                   | Manuscript: <i>F, P, D</i>             | Letters, Words, and Sentences |
| Accuracy and Self-Correction | <b>CV Pattern; Question Words</b> <ul style="list-style-type: none"> <li>Basic Words: <i>go, how, me, no, so, what, when, where, who, why</i></li> <li>Review Words: <i>fast, jump, lamp, went</i></li> <li>Challenge Words: <i>dry, helpful</i></li> </ul>       | Sentence Writing: Word Spacing         | Words in Sentences            |
| Reading Rate                 | <b>Long a (VCe)</b> <ul style="list-style-type: none"> <li>Basic Words: <i>brave, came, flake, gave, had, late, make, map, plate, shape</i></li> <li>Review Words: <i>what, when, where, who</i></li> <li>Challenge Words: <i>glide, grade</i></li> </ul>         | Manuscript: <i>A, M, N</i>             | Capitalization                |
| Expression                   | <b>Long i, o (VCe)</b> <ul style="list-style-type: none"> <li>Basic Words: <i>bike, drive, home, joke, kite, like, poke, stove, time, white</i></li> <li>Review Words: <i>flake, late, plate, shape</i></li> <li>Challenge Words: <i>invite, write</i></li> </ul> | Manuscript: <i>C, O, Q</i>             | Dialogue                      |
| Intonation                   | <b>Long u; VCe Pattern</b> <ul style="list-style-type: none"> <li>Basic Words: <i>bake, cute, flute, game, hike, Luke, tube, use, wake, woke</i></li> <li>Review Words: <i>drive, home, joke, white</i></li> <li>Challenge Words: <i>beside, space</i></li> </ul> | Manuscript: <i>S, U</i>                | Words in Sentences            |
| Phrasing                     | <b>Long e Patterns</b> <ul style="list-style-type: none"> <li>Basic Words: <i>be, eat, feet, keep, mean, read, see, she, team, tree</i></li> <li>Review Words: <i>flute, game, tube, woke</i></li> <li>Challenge Words: <i>bridge, peanut</i></li> </ul>          | Manuscript: <i>B, E</i>                | Directionality                |
| Accuracy and Self-Correction | <b>Long a Vowel Teams</b> <ul style="list-style-type: none"> <li>Basic Words: <i>day, grain, mail, may, pain, play, rain, sail, stay, way</i></li> <li>Review Words: <i>mean, read, see, tree</i></li> <li>Challenge Words: <i>afraid, today</i></li> </ul>       | Manuscript: <i>Xx, Yy, Zz</i>          | End Punctuation               |

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|-----------|--------|---|--|--|
| MODULE 8  | WEEK 1 | <ul style="list-style-type: none"> <li>Long o (oa, ow)</li> <li>Long o, i (oe, ie)</li> </ul>   | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Isolate Phonemes: Identify Vowel</li> <li>Segment Phonemes</li> </ul>                 | <ul style="list-style-type: none"> <li>along, answer, children, going, mother, talk, upon, woman</li> <li>Decodable: each, goes, grow, know, own</li> </ul>                |
|           | WEEK 2 | <ul style="list-style-type: none"> <li>Long i (igh, y)</li> <li>Long i, o</li> </ul>  | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Manipulate Phonemes: Add</li> <li>Manipulate Phonemes: Delete</li> </ul>              | <ul style="list-style-type: none"> <li>bring, eyes, family, girl, move, soon, together, warm</li> <li>Decodable: by, cold, find, fly, hold, kind</li> </ul>                |
|           | WEEK 3 | <ul style="list-style-type: none"> <li>r-Controlled Vowel ar</li> <li>Two-Syllable Words: VCCV Pattern</li> </ul>                               | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Manipulate Phonemes: Change</li> <li>Segment, Count Phonemes</li> </ul>               | <ul style="list-style-type: none"> <li>brown, few, funny, myself, new, once, thank, words</li> <li>Decodable: car, far, hard, old, right, yellow</li> </ul>                |
| MODULE 9  | WEEK 1 | <ul style="list-style-type: none"> <li>r-Controlled Vowels or, ore</li> <li>Two-Syllable Words: r-Controlled Vowels ar, or</li> </ul>           | <ul style="list-style-type: none"> <li>Segment, Count Syllables</li> <li>Segment, Count Phonemes</li> </ul>  | <ul style="list-style-type: none"> <li>almost, also, between, ever, food, really, sing, three</li> <li>Decodable: for, light, more, or, start, why</li> </ul>              |
|           | WEEK 2 | <ul style="list-style-type: none"> <li>r-Controlled Vowels er, ir, ur</li> <li>Two-Syllable Words: r-Controlled Vowels, VCCV Pattern</li> </ul> | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment, Count Phonemes</li> </ul>  | <ul style="list-style-type: none"> <li>boy, door, father, maybe, nearest, says, shouted, until</li> <li>Decodable: first, hand, her, hurt, next, went</li> </ul>           |
|           | WEEK 3 | <ul style="list-style-type: none"> <li>Final Blends ng, nk; Inflection -ing</li> <li>Review Inflections -s, -es</li> </ul>                      | <ul style="list-style-type: none"> <li>Blend Syllables</li> <li>Add Syllables</li> <li>Segment, Count Syllables</li> <li>Delete Syllables</li> </ul> | <ul style="list-style-type: none"> <li>above, blue, knew, number, push, sure, took, watch</li> <li>Decodable: bring, drink, going, long, thank, thing</li> </ul>           |
| MODULE 10 | WEEK 1 | <ul style="list-style-type: none"> <li>Contractions with 've, 're</li> <li>Suffixes -er, -est</li> </ul>  | <ul style="list-style-type: none"> <li>Segment, Count Syllables</li> <li>Blend Syllables</li> </ul>  | <ul style="list-style-type: none"> <li>begin, brother, front, picture, room, someone, sometimes, young</li> <li>Decodable: eat, let's, same, sleep, take, think</li> </ul> |
|           | WEEK 2 | <ul style="list-style-type: none"> <li>Vowel Pattern oo (/ōō/)</li> <li>Consonant + le</li> </ul>   | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li>been, heard, hurry, learn, loved, often, study, world</li> <li>Decodable: good, keep, look, my, night, took</li> </ul>              |
|           | WEEK 3 | <ul style="list-style-type: none"> <li>Vowel Patterns: /ōō/ (oo, ou, ew)</li> <li>Vowel Patterns: /ōō/ (ue, u)</li> </ul>                       | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Segment Phonemes</li> </ul>   | <ul style="list-style-type: none"> <li>bear, color, happy, money, music, second, sound, without</li> <li>Decodable: blue, new, soon, too, try, you</li> </ul>              |

| FLUENCY                      | SPELLING  | HANDWRITING                             | CONCEPTS OF PRINT             |
|------------------------------|---|---|-------------------------------|
| Reading Rate                 | <b>Long o</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>blow, boat, coat, grow, low, road, row, show, snow, toad</i></li> <li>• Review Words: <i>grain, mail, play, stay</i></li> <li>• Challenge Words: <i>shadow, yellow</i></li> </ul>  | Manuscript: V, W                        | Capitalization                |
| Expression                   | <b>Long i Patterns</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>by, dry, fly, light, my, night, pie, sky, tie, try</i></li> <li>• Review Words: <i>blow, grow, show, snow</i></li> <li>• Challenge Words: <i>myself, type</i></li> </ul>  | Manuscript: G, K                        | Letters, Words, and Sentences |
| Phrasing                     | <b>r-Controlled Vowel ar</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>arm, art, bar, bark, barn, card, farm, jar, yard, yarn</i></li> <li>• Review Words: <i>dry, night, pie, try</i></li> <li>• Challenge Words: <i>started, yawn</i></li> </ul>                                 | Manuscript: J, R                        | Directionality                |
| Intonation                   | <b>r-Controlled Vowels or, ore</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>born, corn, door, fork, horn, more, score, shore, short, story</i></li> <li>• Review Words: <i>art, barn, jar, yarn</i></li> <li>• Challenge Words: <i>force, report</i></li> </ul>                   | Sentence Writing: Word Spacing          | Words in Sentences            |
| Accuracy and Self-Correction | <b>r-Controlled Vowels er, ir, ur</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>bird, fern, fur, girl, her, hurt, sir, stir, third, turn</i></li> <li>• Review Words: <i>fork, horn, score, story</i></li> <li>• Challenge Words: <i>about, town</i></li> </ul>                    | Legibility                              | End Punctuation               |
| Reading Rate                 | <b>Final Blends; Inflections -s, -es</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>catch, catches, cent, cents, long, pitch, pitches, thank, thing, think</i></li> <li>• Review Words: <i>her, stir, third, turn</i></li> <li>• Challenge Words: <i>boxes, leaves</i></li> </ul>   | Pencil Grip and Legibility              | Letters, Words, and Sentences |
| Intonation                   | <b>Contractions with 'm, 's, n't, 'll</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>can't, didn't, I'll, I'm, isn't, it's, that's, wasn't, we'll, you'll</i></li> <li>• Review Words: <i>catches, cents, long, thank</i></li> <li>• Challenge Words: <i>house, ouch</i></li> </ul> | Lowercase Letters with Ascenders        | Directionality                |
| Phrasing                     | <b>Words with oo (/ōō/)</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>book, boyhood, brook, foot, good, hook, shook, took, wood, wool</i></li> <li>• Review Words: <i>isn't, that's, we'll, you'll</i></li> <li>• Challenge Words: <i>football, lookout</i></li> </ul>             | Relative Sizes: Uppercase and Lowercase | Commas                        |
| Expression                   | <b>Vowel Patterns: /ōō/</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>blew, boot, moon, new, noon, soon, soup, too, you, zoo</i></li> <li>• Review Words: <i>book, boyhood, brook, foot</i></li> <li>• Challenge Words: <i>balloon, shampoo</i></li> </ul>                         | Alignment: Midpoints of Letters         | End Punctuation               |

# GRADE 1 • Foundational Skills

|           |        | PHONICS  | PHONOLOGICAL AWARENESS  | HIGH-FREQUENCY WORDS   |
|-----------|--------|--|---|--|
| MODULE 11 | WEEK 1 | <ul style="list-style-type: none"> <li>Diphthongs <i>ow, ou</i></li> <li>Diphthongs <i>oy, oi</i></li> </ul>                         | <ul style="list-style-type: none"> <li>Blend Phonemes</li> <li>Manipulate Phonemes: Add, Change</li> <li>Segment Phonemes</li> </ul>      | <ul style="list-style-type: none"> <li>Review: <i>answer, point, right, voice, walk, watch, where, write</i></li> <li>Decodable: <i>boy, down, found, how, now, out</i></li> </ul> |
|           | WEEK 2 | <ul style="list-style-type: none"> <li>Vowel Patterns: /ô/</li> <li>Inflections: Spelling Changes</li> </ul>                         | <ul style="list-style-type: none"> <li>Manipulate Phonemes: Add</li> <li>Manipulate Phonemes: Change</li> <li>Segment Phonemes</li> </ul> | <ul style="list-style-type: none"> <li>Review: <i>done, there, think, warm, went, without, woman, worked</i></li> <li>Decodable: <i>brown, draw, saw, walk</i></li> </ul>          |
|           | WEEK 3 | <ul style="list-style-type: none"> <li>Inflections: Spelling Changes</li> <li>Long <i>e (ie, y, ey)</i></li> </ul>                   | <ul style="list-style-type: none"> <li>Manipulate Phonemes: Change</li> <li>Segment Phonemes</li> </ul>                                   | <ul style="list-style-type: none"> <li>Review: <i>eight, enough, goes, move, thank, their, things, through</i></li> <li>Decodable: <i>funny</i></li> </ul>                         |
| MODULE 12 | WEEK 1 | <ul style="list-style-type: none"> <li>Suffixes <i>-ful, -less, -ly, -y</i></li> <li>Prefixes <i>un-, re-</i></li> </ul>             | <ul style="list-style-type: none"> <li>Blend Syllables</li> <li>Segment Syllables</li> </ul>  | <ul style="list-style-type: none"> <li>Review: <i>above, again, around, does, gives, live, says, what</i></li> </ul>   |
|           | WEEK 2 | <ul style="list-style-type: none"> <li>Two-Syllable Words: CV, CVC; Syllable Division</li> </ul>                                     | <ul style="list-style-type: none"> <li>Blend Syllables</li> <li>Segment Syllables</li> <li>Add, Delete Syllables</li> </ul>               | <ul style="list-style-type: none"> <li>Review: <i>once, people, these, they, wash, water, who, world</i></li> <li>Decodable: <i>open</i></li> </ul>                                |
|           | WEEK 3 | <ul style="list-style-type: none"> <li>Suffixes <i>-er, -est</i>: Spelling Changes</li> <li>Inflections: Spelling Changes</li> </ul> | <ul style="list-style-type: none"> <li>Blend Syllables</li> <li>Segment Syllables</li> </ul>  | <ul style="list-style-type: none"> <li>Review: <i>animal, could, different, pull, should, talk, won't, would</i></li> </ul>  |

| FLUENCY                      | SPELLING   | HANDWRITING                                     | CONCEPTS OF PRINT             |
|------------------------------|--|---|-------------------------------|
| Accuracy and Self-Correction | <b>Diphthongs ow, ou</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>cow, found, gown, house, how, now, ouch, out, owl, town</i></li> <li>• Review Words: <i>blew, boot, new, too</i></li> <li>• Challenge Words: <i>enjoy, voice</i></li> </ul>  | Left-to-Right Directionality                    | Dialogue                      |
| Reading Rate                 | <b>Compound Words</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>backpack, bathtub, bedtime, flagpole, himself, inside, raincoat, sailboat, seesaw, sunset</i></li> <li>• Review Words: <i>found, gown, how, ouch</i></li> <li>• Challenge Words: <i>auto, draw</i></li> </ul>               | Letter Spacing                                  | Capitalization                |
| Intonation                   | <b>Inflections -ed, -ing</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>flying, jumped, keeping, mailed, needed, seeing, showed, stayed, staying, wishing</i></li> <li>• Review Words: <i>bathtub, bedtime, himself, sailboat</i></li> <li>• Challenge Words: <i>chief, thief</i></li> </ul> | Proportion: Ascenders, Descenders, Letter Parts | Directionality                |
| Phrasing                     | <b>Suffixes -ful, -ly, -y</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>dust, dusty, help, helpful, hope, hopeful, trick, tricky, warm, warmly</i></li> <li>• Review Words: <i>jumped, mailed, staying, wishing</i></li> <li>• Challenge Words: <i>quickly, wonderful</i></li> </ul>        | Proportion: Ascenders, Descenders, Letter Parts | Commas                        |
| Expression                   | <b>Prefixes re-, un-</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>recount, redo, replay, reshape, retry, unhappy, unhelpful, unkind, unpack, untie</i></li> <li>• Review Words: <i>dusty, helpful, tricky, warmly</i></li> <li>• Challenge Words: <i>rewrite, unused</i></li> </ul>        | Sentence Writing: Word Spacing                  | Words in Sentences            |
| Accuracy and Self-Correction | <b>Suffixes -er, -est</b> <ul style="list-style-type: none"> <li>• Basic Words: <i>fast, faster, fastest, hard, harder, hardest, sadder, saddest, slower, slowest</i></li> <li>• Review Words: <i>redo, replay, unhappy, unkind</i></li> <li>• Challenge Words: <i>greatest, tinier</i></li> </ul>         | Correct Posture and Legibility                  | Letters, Words, and Sentences |