

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| | | | |
|------------------------|------|--|--|
| Letter of the Week: Rr | | | the most frequent sounds for each consonant. |
| | 14.3 | 1) Count number of syllables in spoken words. | CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding. |
| | 14.4 | 1) Draw and write about the characters in weekly story. | CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. |
| | 14.5 | | |
| | | | |
| | 15.1 | yellow, am, red 1) Correctly print the upper and lowercase letters Rr. 2) Read sight words on sight. | CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. |
| | 15.2 | 1) Read weekly and Raz-Kids stories with purpose and understanding, accuracy and at appropriate rate. | CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. |
| | 15.3 | 1) Word Families- short a, e, i | CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |

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

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

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

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