

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

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

			words.	(e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	2.4		1) Draw to provide a reaction to what happened.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	2.5		1) Read high frequency words on sight. 2) Identify the setting of a story.	
Letter of the Week: Tt	3.1	said, the, in	1) Correctly print the upper and lowercase letters Tt. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
	3.2		1) Read weekly 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.
	3.3		1) Recognize and use nouns.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	3.4		1) Draw three pictures of what you did yesterday in the morning, afternoon, and evening.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	3.5			
Letter of the Week: Mm	4.1	for, is, go	1) Correctly print the upper and lowercase letters Mm. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
	4.2		1) Read weekly 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). 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.</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). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	5.4		1) Label each event in a sequence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	5.5			
Letter of the Week: Nn	6.1	Review words from weeks 1-5	<p>1) Correctly print the upper and lowercase letters Nn. 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.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. 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</p>

				<p>information in a text.</p> <p>CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.</p>
	6.3		1) Understand that words are separated by spaces in print.	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
	6.4		1) Draw and label an animal and three facts about it.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	6.5			
Letter and Phonics of the Week: Ee; Short e	7.1	find, and, it	<p>1) Correctly print the upper and lowercase letters Ee.</p> <p>2) Read sight words on sight.</p>	<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>
	7.2		1) Read weekly 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.	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	8.3		1) Recognize and name end punctuation.	CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	8.4		1) Recognize a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	8.5			
Letter of the Week: Dd	9.1	away, make, me	1) Correctly print the upper and lowercase letters Ff. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	9.2		1) Read weekly 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.	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
	10.3		1) Match Antonyms	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.
	10.4		1) Write a complete sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	10.5			
Letter and Phonics of the Week: li; short i	11.1	play, with, you	1) Correctly print the upper and lowercase letters li. 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.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.
	11.2		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

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

				the most frequent sounds for each consonant.
	12.3		1) Act out the different meanings of similar verbs (e.g., walk, march, strut, prance).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	12.4		1) Put sight words into a sentence.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	12.5			
Letter and Phonics of the Week: Cc; Soft & Hard c	13.1	three, to, up	1) Correctly print the upper and lowercase letters Cc. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	13.2		1) Read weekly 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		1) Identify real-life connections between words and their use (e.g., note places at school that are colorful).	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	13.4		1) Fill in the blanks in a story with words that start with c.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	13.5			
Letter of the Week: Pp	14.1	two, we, where	1) Correctly print the upper and lowercase letters Pp. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
	14.2		1) Read weekly 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 connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of

				the most frequent sounds for each consonant.
	14.3		1) Count number of syllables in spoken words.	CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to,you, she, my, is, are, do, does). CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
	14.4		1) Draw and write about the characters in weekly story.	CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
	14.5			
Letter of the Week: Rr	15.1	yellow, am, red	1) Correctly print the upper and lowercase letters Rr. 2) Read sight words on sight.	CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page. CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details. CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
	15.2		1) Read weekly 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).

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

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