Grade 1 Reading and Language Curriculum

A flexible 36-week teaching guide built around the 530-page worksheet collection

Prepared for Mr. Lopaze’s website

This guide turns the worksheet collection into a year of instruction for classroom, small-group, tutoring, or home use. It connects each practice page with an oral routine, explicit teaching, reading, writing, and a check of learning.

The course at a glance

Structure	Included
12 units	Three instructional weeks per unit, following the supplied Grade 1 reading and language Skills Trace
36 weekly plans	Skill targets, exact worksheet pages, teaching and review marks, and a short independent check
12 unit projects	Writing and speaking products with a four-part scoring rubric
Daily instruction	A 75-minute model that can be divided across shorter sessions
Assessment tools	An entry check, weekly checks, unit criteria, and reusable progress records

Instructional materials

Use Grade_1_Reading_and_Language_Worksheets.pdf and Grade_1_Worksheet_Index_and_Answer_Key.pdf with this guide. The weekly page numbers refer to the full 530-page student PDF. The printed numbers also appear in the smaller skill-area PDFs.

Use Grade_1_Decodable_Readers.pdf for 39 original passages matched to the 36-week sequence. Preview each passage’s helper words. Teachers or families supply richer books for read-alouds and additional matched reading. Add letter cards, counters, paper, and pencils.

Planning choices

The 36-week schedule and local progress rules are design choices for this guide. Extend a week when a learner needs more instruction. The sequence follows the uploaded skills trace. The activities and teaching routines are independently authored.

How to use the course

Step	Action
1. Check the starting point	Use the entry check on guide page 56. Begin with the earliest relevant phonics focus and adapt the amount of writing.
2. Prepare one week	Open its plan. Select the listed phonics, spelling, and irregular-word pages. Use the matching passage in Grade_1_Decodable_Readers.pdf and choose a richer read-aloud.
3. Teach and practice	Model a small task, complete a few items together, and have the learner try a comparable item independently.
4. Apply the skill	Read connected text, discuss a new text, and use the grammar or vocabulary skill in writing or speech.
5. Check and respond	Use the weekly check and record the amount of support. Keep strong skills in review and reteach the specific difficulty.

Using Practice A and Practice B

Use the first page of a pair for instruction and guided practice. Use the second page after feedback, on another day when practical. A completed familiar page shows practice performance. Check transfer with a different word order, a new sentence, or a fresh passage.

Each weekly table includes all skills marked for that week in the supplied trace. T means teach, R means review, and T/R means both. Integrate several targets within one activity. The page list is a resource menu for the week. Select the items each learner needs and distribute practice over the five days.

Managing repeated skills

The same worksheet pair can appear in several units because the source repeats the skill. On later visits, use a new book, change the words, or reuse the response structure on blank paper. Avoid treating recalled answers as evidence of new learning.

Matching the reading

Use the matching weekly reader after teaching the target pattern. Preview its helper words, including any spellings introduced later. Use more complex texts for adult read-aloud and listening comprehension. Record whether the learner read independently or heard the text.

A note for the website

The curriculum package contains blank student materials and general teaching directions. Describe it as an independently developed Grade 1 reading and language curriculum organized using the supplied skills trace. Review individual pages before assigning them to a learner.

75-MINUTE MODEL

Daily teaching routine

Time	Routine	Teacher action and student response
5 minutes	Listen and work with sounds	Say a word or sound sequence. Learners blend, segment, delete, or substitute orally. Use counters when helpful.
15 minutes	Phonics and spelling	Model the sound–spelling relationship. Build and read several words, then dictate two or three. Learners explain or mark the pattern.
5 minutes	Irregular words	Say the word, map the regular sounds, point out the part to remember, read it in a sentence, and spell it from memory.
10 minutes	Connected reading	Model a short part, then have learners read or reread. Prompt attention to letters and word parts. Discuss the meaning.
20 minutes	Read-aloud and vocabulary	Read a richer text. Model the listed comprehension strategy, discuss useful words, and ask learners to point to supporting details.
15 minutes	Grammar and writing	Teach the week’s language target in a sentence. Rehearse ideas orally and work on the unit writing project.
5 minutes	Check and reflect	Ask for one independent response. Note accuracy and support. Choose the next day’s review.

For shorter sessions

Divide the same lesson into sound and word work, reading and discussion, and writing. Keep the order of instruction within each block. Use brief movement or rest breaks between blocks as needed.

Correcting an error

Point to the relevant spelling or task feature. Model it once, have the learner try it, and return to the whole word or sentence. Revisit a similar item later. Record the independent attempt separately from the supported response.

A REUSABLE WEEKLY PLAN

Five days of instruction

Day	Word and reading work	Language and writing
Monday	Introduce the first new pattern. Model Practice A. Preview irregular words and listen to a first connected-text reading.	Introduce the week’s read-aloud question and vocabulary. Rehearse ideas for the unit product.
Tuesday	Review with oral sound work. Build and spell words. Finish selected A items and reread connected text.	Teach the grammar target in a model sentence. Discuss evidence from the read-aloud and organize ideas.
Wednesday	Introduce another listed pattern when applicable. Use a fresh word order and begin Practice B.	Apply a second comprehension skill or compare two texts. Draft orally and in writing.
Thursday	Mix current and earlier patterns. Practice spelling and expressive rereading. Revisit an error from the week.	Finish selected B items. Give one specific revision prompt and rehearse sharing the work.
Friday	Administer the brief weekly check. Review skills indicated by the results.	Share writing, ask and answer questions, and record the next teaching step. Every third Friday, score the unit product.

Weeks with several new patterns

Split the instruction into small steps and add time if needed. Weeks 3 and 10 contain several phonics targets in the supplied trace. Teach the simpler pattern first, check it, then introduce the next contrast. Calendar progress follows learning progress.

Three-week writing cycle

In Week 1, study a model and plan the product. In Week 2, draft and receive one focused piece of feedback. In Week 3, revise, share, and score the finished work. Practice A can support planning and Practice B can support a second example or revision.

Flexible responses

Allow spoken answers, pointing, drawing, movable letters, or dictated sentences when those responses fit the learning target. For a spelling or handwriting target, record that skill directly. For comprehension, record the idea and supporting detail independently from handwriting.

PROGRESS RULES FOR THIS GUIDE

Assessment and next steps

Measure	Weekly evidence	Record
Word reading	Display the eight check words individually in mixed order. Allow a self-correction before moving on.	Independent correct / 8 and errors by pattern. Note self-corrections.
Spelling	Dictate four words from the week’s check. Use each in a sentence if needed.	Correct words / 4 and any correct pattern within a misspelled word.
Sound work	Use two prompts from the week’s oral-sound skill.	Correct / 2 and prompt level.
Comprehension	Ask one question about a fresh short text. Ask for a detail that supports the answer.	0–2 using the rubric below. Note independent reading or read-aloud.
Writing or speaking	Examine one sentence or oral response using the week’s language skill.	Target demonstrated independently, with support, or still developing.

Comprehension rubric

2 = a relevant answer with a supporting detail. 1 = a relevant partial answer or an answer that needs a prompt for evidence. 0 = a completed response that does not yet address the question. Mark an incomplete or unavailable opportunity separately.

A practical decision rule

As a starting classroom rule, consider advancing the phonics focus after two brief checks with at least 6 of 8 words read and 3 of 4 spelled independently, plus successful use in connected reading. These thresholds are teacher-selected planning criteria. Adjust them to local goals and the learner’s starting point.

When one pattern causes most errors, reteach that pattern and keep other skills moving. If performance improves only with prompts, retain the support for practice and check again independently on another day.

What the scores mean

Keep listening comprehension, word reading, spelling, and writing evidence visible as separate measures. Record missed opportunities and incomplete attempts separately from incorrect completed answers. The worksheet scores describe these tasks and support planning.

USE BEFORE ASSIGNING

Teaching adjustments for the worksheet bank

Pages or area	Adjustment in this curriculum
197–198 Cumulative irregular review	Page 198 includes friend, great, floor, and build. Before these words have been taught, substitute four words from prior weeks on blank paper. Use all four printed words after Week 33.
59–60 VCe syllables	Add word building with sun/shine, in/side, and cup/cake to show VCe within longer words. The printed pages primarily practice single-syllable words.
57–58 Long e with final e	Introduce supporting patterns before assigning words such as scene and complete. Use these, theme, eve, Pete, and gene for initial practice as appropriate.
327–330 Oral vocabulary	The bank supplies sample vocabulary. Select additional words from the actual read-aloud and teach their meanings with examples.
Reading strategy pages	Several pages reuse the same short passages. Demonstrate the strategy there, then apply it to a fresh text during the weekly check.
377 Shades of meaning	Accept huge and enormous as closely related. Use warm, hot, boiling for a clear intensity discussion and invite a supported explanation.
Writing and reference pages	Provide a real source or book to consult for research, biography, glossary, and digital-resource work. Show how to record the title or author.

Preparing a unit

Use the included weekly decodable passages for practice and rereading. Choose two to four richer texts for the unit’s comprehension and writing work. Preview vocabulary and decide which portions learners can read independently.

Recording adaptations

Write down the page, the change, and the support used. A substituted word list or orally delivered passage can preserve the intended target while making the task usable for a particular learner.

A fully worked first lesson

Goal and materials

Learners blend and spell short-a and short-i words and identify a story’s character and problem. Prepare letter cards a, i, c, t, m, p, s, n, f, l, h, counters, pages 25 and 101, and an adult-selected short story.

Segment	Teacher model and learner practice
Listen	Say /m/ /a/ /p/. Ask learners to blend. Then say sit and have learners move one counter per sound. Give feedback and repeat with fan and lip.
Model	Display m-a-p. Point under each letter while saying its sound, blend, then read map normally. Replace m with t. Ask what changed and read tap together.
Practice	Read selected words on page 25 together. Contrast a and i with map and pin. Ask learners to read hat and fin independently.
Spell	Dictate map, sit, fan, and lip. Model the first with counters if needed, then collect an independent attempt on later words. Use page 101 for additional practice.
Read words in context	Display “A cat sat.” and “A pin is in it.” Preview a and is if needed. Read, reread, and ask what each sentence tells. Add matched decodable reading.
Discuss and write	Read the selected story aloud. Ask who the story is about and what problem occurs. Learners point to or retell a detail, then draw a three-event oral-story plan.
Check	Display cat, pin, map, and sit in a new order. Note independent accuracy and the pattern needing review. Ask one learner to use an action word about a story character.

Next lesson

Begin with the error observed in the check. Continue the week’s word list, introduce was, of, and you, and return to the story with an evidence question. Use the weekly table to rotate brief oral-sound tasks across the week.

WEEKS 1–3

Unit 1 Friends and new experiences

Learning goal

Blend and spell short-vowel words, ask and answer questions, and tell an oral story in order.

Texts to prepare

A short story with a clear problem and solution, a four-line poem, and a factual page about a familiar animal.

Week	Primary word focus	Project stage
1	Short a, i	Plan and rehearse
2	Short o, u	Draft and receive feedback
3	Short e; Open and Closed Syllables; Closed Syllable Exceptions	Revise and share

Unit product

Tell a one-minute story about helping someone. Plan who, where, the problem, and the ending. Draw three events and rehearse with a partner.

Teach the connection

After oral storytelling, dictate the child's sentences or let the child label the pictures. Ask the child to underline one action word.

Add support	Extend the learning
Use counters for each phoneme and two choices for a rhyme task. Review letter sounds needed for the first word list before blending.	Change one phoneme in a short-vowel word, read the new word, and explain which sound changed.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Names a character and setting
2. Tells events in a useful order
3. Includes a problem and ending
4. Uses an audible voice and answers one question

Week 1 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Rhyme · 1–2 T Blending Onset and Rime · 3–4 T Alliteration · 5–6 T Blending Words · 7–8 T Deleting Words · 9–10 T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14
Phonics	T Short a, i · 25–26
Spelling	T Words with Short a, i · 101–102
Irregular words	T was, of, you · 177–178
Fluency	T Accuracy and Self-Correction · 243–244
Reading	T Story Structure · 251–252 T Elements of Poetry · 253–254 T Ask and Answer Questions · 255–256 T Author’s Purpose · 257–258
Speaking and listening	T Response to Text · 317–318 T Collaborative Conversations · 319–320
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Feelings · 331–332
Vocabulary strategies	T Classify and Categorize · 365–366
Writing	T Oral Story · 379–380
Grammar	T Nouns for People and Animals · 397–398 R Review Proper Nouns and Capitalization · 399–400

Weekly check

Read in mixed order cat, pin, map, sit, hat, fin, fan, lip. Dictate cat, pin, map, sit.

Apply story structure to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 2 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Rhyme · 1–2 R Blending Onset and Rime · 3–4 R Alliteration · 5–6 R Blending Words · 7–8 R Deleting Words · 9–10 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R Short a, i · 25–26 T Short o, u · 27–28
Spelling	T Words with Short o, u · 103–104
Irregular words	T or, for · 179–180
Fluency	T Reading Rate and Automaticity · 245–246
Reading	R Story Structure · 251–252 R Author’s Purpose · 257–258 T Monitor and Clarify · 259–260 T Make Inferences · 261–262 T Topic and Central Idea · 263–264
Speaking and listening	T Response to Text · 317–318
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Inflection –ed · 333–334
Writing	T Oral Story · 379–380
Grammar	R Nouns for People and Animals · 397–398 R Review Proper Nouns and Capitalization · 399–400 T/R Nouns for Places and Things · 401–402

Weekly check

Read in mixed order log, cup, top, mud, fox, nut, cat, pin. Dictate log, cup, top, mud.

Apply monitor and clarify to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 3 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Rhyme · 1–2 R Blending Onset and Rime · 3–4 R Alliteration · 5–6 R Blending Words · 7–8 R Deleting Words · 9–10 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R Short a, i · 25–26 R Short o, u · 27–28 T Short e · 29–30 T Open and Closed Syllables · 31–32 T Closed Syllable Exceptions · 33–34
Spelling	T Words with Short e · 105–106 T Words with Open and Closed Syllables · 107–108 T Words with Closed Syllable Exceptions · 109–110
Irregular words	T put, push · 181–182
Fluency	T Phrasing and Intonation · 247–248
Reading	R Ask and Answer Questions · 255–256 T Characters · 265–266
Speaking and listening	T Response to Text · 317–318
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	R Inflection –ed · 333–334
Writing	T Oral Story · 379–380
Grammar	T Action Verbs · 403–404 R Review Possessive Nouns · 405–406

Weekly check

Read in mixed order hen, wet, me, go, find, cold, sun, map. Dictate hen, wet, me, go.

Apply characters to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Give short e, open/closed syllables, and exceptions separate short lessons. Extend the week when needed.

WEEKS 4–6

Unit 2 Family and community

Learning goal

Read words with doubled final consonants and ck, describe a setting, and write details about a familiar place.

Texts to prepare

A community story, a labeled page about a place, and a short description with a clear central idea.

Week	Primary word focus	Project stage
4	Floss Rule	Plan and rehearse
5	Words with –all, –oll, –ull	Draft and receive feedback
6	Digraph ck	Revise and share

Unit product

Create a page about a place in the community. Name the place, give three useful details, add a labeled drawing, and write a closing sentence.

Teach the connection

Ask the child to sort nouns into people, places, and things before drafting. Read a sentence aloud and locate its subject and action.

Add support	Extend the learning
Limit word sorts to two patterns and provide a sentence starter for each descriptive detail.	Compare two community places and explain which details make each one different.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Names the place
2. Gives relevant details
3. Uses describing words
4. Adds a closing idea

Week 4 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Syllables · 15–16 T Blending Onset and Rime · 3–4 T Deleting Syllables · 17–18 T Blending Phonemes · 11–12 T Segmenting Syllables · 19–20 T Segmenting Phonemes · 13–14
Phonics	T Floss Rule · 35–36
Spelling	T Floss Rule · 111–112
Irregular words	T my, by, why · 183–184
Fluency	T Accuracy and Self-Correction · 243–244
Reading	T Ideas and Support · 267–268 T Text Organization · 269–270 T Retell · 271–272 T Setting · 273–274 T Response to Text · 283–284
Speaking and listening	T Social Communication · 321–322
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Places and Things · 335–336
Vocabulary strategies	T Antonyms · 367–368
Writing	T Descriptive Essay · 381–382
Grammar	T Adjectives: Size and Shape and Articles · 407–408 R Review Action Verbs · 409–410

Weekly check

Read in mixed order puff, bell, mess, buzz, hill, off, hen, cup. Dictate puff, bell, mess, buzz.

Apply ideas and support to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 5 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Syllables · 15–16 R Blending Onset and Rime · 3–4 R Deleting Syllables · 17–18 R Blending Phonemes · 11–12 R Segmenting Syllables · 19–20 R Segmenting Phonemes · 13–14
Phonics	R Floss Rule · 35–36 T Words with –all, –oll, –ull · 39–40
Spelling	T Words with –all, –oll, –ull · 113–114
Irregular words	T walk, talk · 185–186
Fluency	T Reading Rate and Automaticity · 245–246
Reading	R Setting · 273–274 T Summarize · 275–276 T Text Features · 277–278 T Make Connections · 279–280 T Content-Area Words · 281–282 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	R Words About Places and Things · 335–336
Writing	T Descriptive Essay · 381–382
Grammar	T Adjectives: Color and Number · 411–412 R Review Subject Pronouns · 413–414

Weekly check

Read in mixed order ball, fall, roll, poll, pull, full, bell, log. Dictate ball, fall, roll, poll.

Apply summarize to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 6 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Syllables · 15–16 R Blending Onset and Rime · 3–4 R Deleting Syllables · 17–18 R Blending Phonemes · 11–12 R Segmenting Syllables · 19–20 R Segmenting Phonemes · 13–14
Phonics	R Floss Rule · 35–36 R Words with –all, –oll, –ull · 39–40 T Digraph ck · 37–38
Spelling	T Words with Digraph ck · 115–116
Irregular words	T into · 187–188
Fluency	T Phrasing and Intonation · 247–248
Reading	R Text Organization · 269–270 R Setting · 273–274 R Content-Area Words · 281–282 T Ask and Answer Questions · 255–256 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Actions and Directions · 337–338
Writing	T Descriptive Essay · 381–382
Grammar	R Adjectives: Size and Shape and Articles · 407–408 T Complete Sentences · 415–416

Weekly check

Read in mixed order back, neck, pick, duck, rock, sock, full, cat. Dictate back, neck, pick, duck.

Apply ask and answer questions to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 7–9

Unit 3 Changes across time

Learning goal

Read common consonant digraphs, sequence information, and gather facts to answer a research question.

Texts to prepare

A brief factual text about change or growth with labels or headings, plus a story told in time order.

Week	Primary word focus	Project stage
7	Digraphs sh, wh	Plan and rehearse
8	Digraphs ch, th /TH/, th /th/	Draft and receive feedback
9	Digraph ng	Revise and share

Unit product

Write a short researched page. Ask a question, name a book or other source, record two facts, and write a beginning and ending.

Teach the connection

Introduce sh, wh, ch, voiced th, unvoiced th, and ng through sound and letter contrasts. Support oral research even while decoding is developing.

Add support	Extend the learning
Read the source aloud and let the child point to an answer before writing it. Use two event cards for sequencing.	Use a second source and explain which new fact it adds.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. States a question or topic
2. Records accurate facts
3. Identifies a source
4. Organizes information clearly

Week 7 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Isolating Phonemes · 21–22 T Blending Onset and Rime · 3–4 T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14
Phonics	T Digraphs sh, wh · 41–42
Spelling	T Words with Digraphs sh, wh · 117–118
Irregular words	T wash, want · 189–190
Fluency	T Reading Rate and Automaticity · 245–246
Reading	T Text Features · 277–278 T Ask and Answer Questions · 255–256 T Story Structure · 251–252 T Response to Text · 283–284
Speaking and listening	T Ask and Answer Questions · 323–324
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Time and Position · 339–340
Vocabulary strategies	T Synonyms · 369–370
Research writing	T Research Essay · 517–518
Grammar	T Sentence Parts · 417–418 R Review Adjectives · 419–420

Weekly check

Read in mixed order ship, fish, whip, when, shed, which, back, pin. Dictate ship, fish, whip, when.

Apply text features to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 8 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Isolating Phonemes · 21–22 R Blending Onset and Rime · 3–4 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R Digraphs sh, wh · 41–42 T Digraphs ch, th /TH/, th /th/ · 43–44
Spelling	T Words with Digraphs ch, th /TH/, th /th/ · 119–120
Irregular words	T what, who · 191–192
Fluency	T Expression · 249–250
Reading	T Text Organization: Description · 285–286 T Create Mental Images · 287–288 T Point of View · 289–290 T Monitor and Clarify · 259–260 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	R Words About Time and Position · 339–340
Research writing	T Research Essay · 517–518
Grammar	T Statements · 421–422 R Review Nouns: Places and Things · 423–424

Weekly check

Read in mixed order chip, much, this, thin, that, bath, fish, cup. Dictate chip, much, this, thin.

Apply text organization: description to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 9 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Onset and Rime · 3–4 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 T Deleting Syllables · 17–18
Phonics	R Digraphs sh, wh · 41–42 R Digraphs ch, th /TH/, th /th/ · 43–44 T Digraph ng · 45–46
Spelling	T Words with Digraph ng · 121–122
Irregular words	T some, come, none, done · 193–194
Fluency	T Phrasing and Intonation · 247–248
Reading	R Story Structure · 251–252 T Summarize · 275–276 T Chronological Order · 291–292 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Inflection –ing · 341–342
Research writing	T Research Essay · 517–518
Grammar	R Sentence Parts · 417–418 T Singular and Plural Nouns · 425–426

Weekly check

Read in mixed order ring, song, wing, hang, king, long, chip, bed. Dictate ring, song, wing, hang.

Apply summarize to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 10–12

Unit 4 Making and explaining

Learning goal

Read consonant blends and contractions, follow directions, and write a clear procedure.

Texts to prepare

A familiar procedure, a story with a lesson, and a factual page with helpful text features.

Week	Primary word focus	Project stage
10	Initial Two-Consonant Blends; Contractions with am, is, has, and not	Plan and rehearse
11	Final Blends	Draft and receive feedback
12	Open and Closed Syllables	Revise and share

Unit product

Write directions for making a paper card or planting a seed. Include materials, ordered steps, and a useful drawing. Have someone follow the directions.

Teach the connection

Demonstrate each action while reading a direction. For contractions, expand both source words and show the letters the apostrophe replaces.

Add support	Extend the learning
Supply pictures of each step and let the child arrange them before composing sentences.	Explain how changing the order changes the result and add a caution or helpful tip.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. States the goal and materials
2. Orders steps logically
3. Uses clear action words
4. Revises an unclear step after a trial

Week 10 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Onset and Rime · 3–4 T Deleting Syllables · 17–18 T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14
Phonics	T Initial Two-Consonant Blends · 47–48 T Contractions with am, is, has, and not · 49–50
Spelling	T Words with Initial Two-Consonant Blends · 123–124 T Words with Contractions with am, is, has, and not · 127–128
Irregular words	T our, out, about · 195–196
Fluency	T Phrasing and Intonation · 247–248
Reading	T Ideas and Support · 267–268 T Topic and Central Idea · 263–264 T Evaluate · 293–294 T Point of View · 289–290 T Response to Text · 283–284
Speaking and listening	T Give and Follow Instructions · 325–326
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Compound Words · 343–344
Vocabulary strategies	T Context Clues · 371–372
Writing	T Procedural Text · 383–384
Grammar	T Prepositions and Prepositional Phrases · 427–428 R Review Statements · 429–430

Weekly check

Read in mixed order flag, clap, frog, I'm, isn't, don't, ring, sun. Dictate flag, clap, frog, I'm.

Apply ideas and support to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Teach blends and contractions in separate short lessons. Expand a contraction before spelling it.

Week 11 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Onset and Rime · 3–4 R Deleting Syllables · 17–18 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R Initial Two-Consonant Blends · 47–48 R Contractions with am, is, has, and not · 49–50 T Final Blends · 51–52
Spelling	T Words with Final Blends · 125–126
Irregular words	R Cumulative Irregular Word Review · 197–198
Fluency	T Accuracy and Self-Correction · 243–244
Reading	R Topic and Central Idea · 263–264 T Synthesize · 295–296 T Text Features · 277–278 T Retell · 271–272 T Characters · 265–266 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	R Compound Words · 343–344
Writing	T Procedural Text · 383–384
Grammar	T Proper Nouns and Capitalization · 431–432 R Review Exclamations · 433–434

Weekly check

Read in mixed order hand, nest, lamp, milk, pond, jump, flag, sit. Dictate hand, nest, lamp, milk.

Apply synthesize to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

For cumulative irregular-word review, substitute previously taught words for page 198 until all its words have been introduced.

Week 12 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Onset and Rime · 3–4 R Deleting Syllables · 17–18 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R Initial Two-Consonant Blends · 47–48 R Contractions with am, is, has, and not · 49–50 R Final Blends · 51–52 T Open and Closed Syllables · 31–32
Spelling	T Words with Open and Closed Syllables · 107–108
Irregular words	T among, almost · 199–200
Fluency	T Reading Rate and Automaticity · 245–246
Reading	R Topic and Central Idea · 263–264 R Point of View · 289–290 T Make Connections · 279–280 T Theme · 297–298 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Suffixes –er, –est · 345–346
Writing	T Procedural Text · 383–384
Grammar	T Commands · 435–436 R Review Kinds of Sentences · 437–438

Weekly check

Read in mixed order me, no, go, he, met, hot, hand, cup. Dictate me, no, go, he.

Apply make connections to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 13–15

Unit 5 Imagining and solving problems

Learning goal

Read vowel-consonant-e words, support a prediction with a clue, and write an imaginative story.

Texts to prepare

An imaginative story with a problem and resolution, plus a simple factual text to compare ideas.

Week	Primary word focus	Project stage
13	VCe Long a and i	Plan and rehearse
14	VCe Long o, u /ū/, and u /yū/	Draft and receive feedback
15	VCe Long e	Revise and share

Unit product

Write a story about a flying umbrella or another imaginary object. Introduce a character, create a problem, tell two events, and resolve the problem.

Teach the connection

Compare cap/cape and kit/kite. Tell students when a new word has an additional pattern requiring help, such as scene or complete.

Add support	Extend the learning
Build word pairs with movable letters and rehearse each story sentence aloud before writing.	Explain a character's motive using a clue and revise the story to show that motive.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Introduces character and setting
2. Develops a problem
3. Orders connected events
4. Provides an ending that fits

Week 13 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Deleting Syllables · 17–18 T Substituting Phonemes · 23–24 T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14
Phonics	T VCe Long a and i · 53–54
Spelling	T Words with VCe Long a and i · 129–130
Irregular words	T have, give, live · 201–202
Fluency	T Expression · 249–250
Reading	T Text Features · 277–278 T Make Inferences · 261–262 T Story Structure · 251–252 T Response to Text · 283–284
Media literacy	T Digital Tools · 519–520
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Suffixes –er, –est · 345–346
Vocabulary strategies	T Reference Sources · 373–374
Writing	T Imaginative Story · 385–386
Grammar	T Subjects and Verbs · 439–440 R Singular and Plural Nouns · 425–426

Weekly check

Read in mixed order cake, tape, bike, ride, gate, time, nest, log. Dictate cake, tape, bike, ride.

Apply text features to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 14 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Deleting Syllables · 17–18 R Substituting Phonemes · 23–24 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R VCe Long a and i · 53–54 T VCe Long o, u /ū/, and u /yū/ · 55–56
Spelling	T Words with VCe Long o, u /ū/, and u /yū/ · 133–134
Irregular words	T could, would, should · 203–204
Fluency	T Phrasing and Intonation · 247–248
Reading	R Text Features · 277–278 T Make and Confirm Predictions · 299–300 T Make Connections · 279–280 T Ideas and Support · 267–268 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Inflection · 347–348
Writing	R Imaginative Story · 385–386
Grammar	T Present- and Past-Tense Verbs · 441–442 R Review Sentence Parts · 443–444

Weekly check

Read in mixed order home, note, rule, flute, cube, cute, cake, sit. Dictate home, note, rule, flute.

Apply make and confirm predictions to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 15 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Deleting Syllables · 17–18 R Substituting Phonemes · 23–24 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R VCe Long a and i · 53–54 R VCe Long o, u /ū/, and u /yū/ · 55–56 T VCe Long e · 57–58
Spelling	R Words with VCe Long a and i · 129–130 R Words with VCe Long o, u /ū/, and u /yū/ · 133–134 T Words with VCe Long e · 131–132
Irregular words	T there, where · 205–206
Fluency	R Phrasing and Intonation · 247–248
Reading	R Make and Confirm Predictions · 299–300 T Topic and Central Idea · 263–264 T Theme · 297–298 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Suffixes –y, –ful · 349–350
Writing	R Imaginative Story · 385–386
Grammar	T The Verb Be · 445–446 R Review Adjectives · 419–420

Weekly check

Read in mixed order these, theme, eve, Pete, gene, Steve, home, kite. Dictate these, theme, eve, Pete.

Apply topic and central idea to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 16–18

Unit 6 Opinions with reasons

Learning goal

Read vowel-consonant-e patterns and soft c and g, use expression, and give a supported opinion.

Texts to prepare

A short play, a story inviting different opinions, and a factual passage that supplies reasons.

Week	Primary word focus	Project stage
16	VCe Syllables	Plan and rehearse
17	Soft c	Draft and receive feedback
18	Soft g	Revise and share

Unit product

Write an opinion paragraph about a recess activity. State a choice, give two reasons with details, and close by restating the choice.

Teach the connection

Model /s/ in cent and /j/ in gem. Test the two c or g sounds during reading when a word is unfamiliar. Act out a short scene before reading it.

Add support	Extend the learning
Offer two choices and an oral frame such as 'I choose ___ because ___.' Use a scribe when needed.	Add a reason that addresses what a reader with a different opinion might think.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. States an opinion
2. Gives relevant reasons
3. Adds a detail supporting a reason
4. Ends with a related closing

Week 16 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Deleting Syllables · 17–18 T Substituting Phonemes · 23–24 T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14
Phonics	T VCe Syllables · 59–60
Spelling	T Words with VCe Syllables · 135–136
Irregular words	R Cumulative Irregular Word Review · 197–198
Fluency	T Accuracy and Self-Correction · 243–244
Reading	T Text Features · 277–278 T Elements of Poetry · 253–254 T Make and Confirm Predictions · 299–300 T Elements of Drama · 301–302 T Response to Text · 283–284
Media literacy	T Reference Sources · 521–522
Oral vocabulary	T Vocabulary in Context · 329–330
Word building and meaning	T Suffixes –y, –ful · 349–350
Vocabulary strategies	T Multiple-Meaning Words · 375–376
Writing	T Opinion Essay · 387–388
Grammar	T Questions · 447–448 R Review Commands · 449–450

Weekly check

Read in mixed order sunshine, inside, cupcake, bedtime, sunrise, homemade, cube, red. Dictate sunshine, inside, cupcake, bedtime.

Apply text features to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

For cumulative irregular-word review, substitute previously taught words for page 198 until all its words have been introduced.

Add sun/shine, in/side, and cup/cake to extend the printed VCe practice into longer words.

Week 17 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Deleting Syllables · 17–18 R Substituting Phonemes · 23–24 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R VCe Syllables · 59–60 T Soft c · 61–62
Spelling	T Words with Soft c · 137–138
Irregular words	T one, once · 207–208
Fluency	T Reading Rate and Automaticity · 245–246
Reading	T Point of View · 289–290 T Evaluate · 293–294 T Ideas and Support · 267–268 T Make Connections · 279–280 T Text Organization · 269–270 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Context · 329–330
Word building and meaning	T Suffixes –less, –ful · 351–352
Writing	T Opinion Essay · 387–388
Grammar	T Compound Questions and Statements · 451–452 R Review Subjects and Verbs · 453–454

Weekly check

Read in mixed order cent, city, face, rice, nice, pencil, kite, bed. Dictate cent, city, face, rice.

Apply point of view to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 18 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Deleting Syllables · 17–18 R Substituting Phonemes · 23–24 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R VCe Syllables · 59–60 R Soft c · 61–62 T Soft g · 63–64
Spelling	T Words with Soft g · 139–140
Irregular words	T love, above · 209–210
Fluency	T Expression · 249–250
Reading	R Text Features · 277–278 R Elements of Poetry · 253–254 T Create Mental Images · 287–288 T Story Structure · 251–252 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Context · 329–330
Word building and meaning	T Words About Actions · 353–354
Writing	T Opinion Essay · 387–388
Grammar	T Names of Months, Days, and Holidays · 455–456 R Review Verbs and Time · 457–458

Weekly check

Read in mixed order gem, giant, cage, page, huge, gentle, cent, sun. Dictate gem, giant, cage, page.

Apply create mental images to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 19–21

Unit 7 Observing and finding information

Learning goal

Read tch, dge, and plural endings, gather facts, and use precise words in a poem.

Texts to prepare

Two factual passages about one topic and a poem with a clear image or repeated sound.

Week	Primary word focus	Project stage
19	Trigraph tch	Plan and rehearse
20	Trigraph dge	Draft and receive feedback
21	Inflectional Suffixes –s, –es	Revise and share

Unit product

Write a four-line poem about something observed outdoors. Use sensory words and intentional repetition or rhyme. Read it aloud to a listener.

Teach the connection

Say each base word before adding s or es. Explain how the ending changes meaning. Gather two observed or sourced facts before choosing poetry words.

Add support	Extend the learning
Provide an oral word bank and let the child dictate lines. Demonstrate each new spelling pattern with a word build.	Compare a fact statement with a poetic line about the same subject and explain the author's choices.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Stays with an observable topic
2. Uses words that create an image
3. Uses an intentional sound or repetition
4. Reads with a fitting voice

Week 19 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14 T Substituting Phonemes · 23–24
Phonics	T Trigraph tch · 65–66
Spelling	T Words with Trigraph tch · 141–142
Irregular words	T women, woman · 211–212
Fluency	T Phrasing and Intonation · 247–248
Reading	T Ideas and Support · 267–268 T Text Organization · 269–270 T Make Inferences · 261–262 T Point of View · 289–290 T Response to Text · 283–284
Research	T Gather Information · 527–528
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words about Feelings and Beliefs · 355–356
Vocabulary strategies	T Shades of Meaning · 377–378
Writing	T Poem · 389–390
Grammar	T Future Tense · 459–460 R Review Spelling · 461–462

Weekly check

Read in mixed order match, pitch, stitch, hatch, fetch, sketch, page, duck. Dictate match, pitch, stitch, hatch.

Apply ideas and support to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 20 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R Trigraph tch · 65–66 T Trigraph dge · 67–68
Spelling	T Words with Trigraph dge · 143–144
Irregular words	T they · 213–214
Fluency	R Phrasing and Intonation · 247–248
Reading	R Text Organization · 269–270 T Setting · 273–274 T Monitor and Clarify · 259–260 T Topic and Central Idea · 263–264 T Summarize · 275–276 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Suffix –less · 357–358
Writing	T Poem · 389–390
Grammar	T Subject Pronouns · 463–464 R Review Questions · 465–466

Weekly check

Read in mixed order badge, bridge, fudge, hedge, judge, wedge, match, pin. Dictate badge, bridge, fudge, hedge.

Apply setting to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 21 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R Trigraph tch · 65–66 R Trigraph dge · 67–68 T Inflectional Suffixes –s, –es · 69–70
Spelling	T Words with Inflectional Suffixes –s, –es · 145–146
Irregular words	T does · 215–216
Fluency	T Accuracy and Self-Correction · 243–244
Reading	R Topic and Central Idea · 263–264 T Synthesize · 295–296 T Content-Area Words · 281–282 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Places and Things · 335–336
Writing	T Poem · 389–390
Grammar	T Pronouns I and Me · 467–468 R Review Compound Questions and Statements · 469–470

Weekly check

Read in mixed order cats, boxes, dishes, cups, dogs, wishes, hedge, log. Dictate cats, boxes, dishes, cups.

Apply synthesize to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 22–24

Unit 8 Experiences and feelings

Learning goal

Read ed endings, y patterns, and long-e teams, infer feelings, and write a personal narrative.

Texts to prepare

A realistic story about a familiar experience, a short drama, and a digital or printed page with captions.

Week	Primary word focus	Project stage
22	Inflection Suffix –ed	Plan and rehearse
23	All Jobs of y	Draft and receive feedback
24	Vowel Teams ee, ea, /ē/	Revise and share

Unit product

Write about a real experience. Establish when and where, tell three events in order, and end with a feeling or lesson.

Teach the connection

Sort ed words by their spoken endings /t/, /d/, and /id/. Contrast y at the beginning of yes with y at the end of fly and happy.

Add support	Extend the learning
Choose one small event and sketch it in three boxes. Use a pronoun chart and oral rehearsal.	Add dialogue that helps the reader understand how someone felt.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Identifies a real experience
2. Orders events clearly
3. Includes a relevant detail
4. Explains a feeling or learning

Week 22 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14 T Substituting Phonemes · 23–24
Phonics	T Inflection Suffix –ed · 71–72
Spelling	T Words with Inflection Suffix –ed · 147–148
Irregular words	T friend · 217–218
Fluency	T Reading Rate and Automaticity · 245–246
Reading	T Text Features · 277–278 T Theme · 297–298 T Create Mental Images · 287–288 T Characters · 265–266 T Response to Text · 283–284
Media literacy	T Digital Texts and Features · 523–524
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Actions and Directions · 337–338
Vocabulary strategies	T Classify and Categorize · 365–366
Writing	T Personal Narrative · 391–392
Grammar	T Possessive Pronouns · 471–472 R Review Names of Months, Days, and Holidays · 479–480

Weekly check

Read in mixed order jumped, played, landed, washed, called, rested, cats, box. Dictate jumped, played, landed, washed.

Apply text features to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 23 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R Inflection Suffix –ed · 71–72 T All Jobs of y · 73–74
Spelling	T Words with Jobs of y · 149–150
Irregular words	R Cumulative Irregular Word Review · 197–198
Fluency	T Expression · 249–250
Reading	R Theme · 297–298 T Make Connections · 279–280 T Elements of Drama · 301–302 T Make Inferences · 261–262 T Setting · 273–274 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Suffix –ly · 359–360
Writing	T Personal Narrative · 391–392
Grammar	T Indefinite Pronouns · 473–474 R Review Future Tense · 475–476

Weekly check

Read in mixed order yes, yarn, my, fly, happy, puppy, jumped, pen. Dictate yes, yarn, my, fly.

Apply make connections to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

For cumulative irregular-word review, substitute previously taught words for page 198 until all its words have been introduced.

Week 24 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R Inflection Suffix –ed · 71–72 R All Jobs of y · 73–74 T Vowel Teams ee, ea, /ē/ · 75–76
Spelling	T Words with Vowel Teams ee, ea, /ē/ · 151–152
Irregular words	T been, great, break · 219–220
Fluency	T Phrasing and Intonation · 247–248
Reading	R Characters · 265–266 T Point of View · 289–290 T Synthesize · 295–296 T Topic and Central Idea · 263–264 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	R Suffix –ly · 359–360
Writing	T Personal Narrative · 391–392
Grammar	T Contractions · 477–478 R Review Prepositions and Prepositional Phrases · 481–482

Weekly check

Read in mixed order seed, feet, leaf, team, green, peach, fly, bed. Dictate seed, feet, leaf, team.

Apply point of view to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 25–27

Unit 9 Describing the world

Learning goal

Read long-a, long-o, and long-i vowel teams, explain an organized text, and revise descriptive writing.

Texts to prepare

A descriptive factual page, an ordered account, and a poem with vivid language.

Week	Primary word focus	Project stage
25	Vowel Teams ai, ay	Plan and rehearse
26	Vowel Teams oa, ow	Draft and receive feedback
27	Vowel Teams ie, igh	Revise and share

Unit product

Describe an outdoor place or object for a class display. Organize details, use words for the senses, and revise a vague sentence.

Teach the connection

Compare ai/ay, oa/ow, and ie/igh with word sorts. A spelling choice often needs word-specific practice even when the sound is known.

Add support	Extend the learning
Read each sort word aloud together and provide a picture or object to describe.	Explain how headings or order help a reader locate important information.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Names and focuses on the topic
2. Organizes relevant details
3. Uses precise sensory words
4. Makes a meaningful revision

Week 25 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14 T Substituting Phonemes · 23–24
Phonics	T Vowel Teams ai, ay · 77–78
Spelling	T Words with Vowel Teams ai, ay · 153–154
Irregular words	T again, against, today · 221–222
Fluency	T Phrasing and Intonation · 247–248
Reading	T Elements of Poetry · 253–254 T Evaluate · 293–294 T Text Organization · 269–270 T Response to Text · 283–284
Media literacy	T Nonfiction Forms · 525–526
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Places and Things · 335–336
Vocabulary strategies	T Reference Sources · 373–374
Writing	T Descriptive Essay · 381–382
Grammar	T Exclamations · 483–484 R Review Adjectives that Compare · 485–486

Weekly check

Read in mixed order rain, mail, day, play, paint, tray, leaf, cup. Dictate rain, mail, day, play.

Apply elements of poetry to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 26 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R Vowel Teams ai, ay · 77–78 T Vowel Teams oa, ow · 79–80
Spelling	T Words with Vowel Teams oa, ow · 155–156
Irregular words	T away, always, also · 223–224
Fluency	T Accuracy and Self-Correction · 243–244
Reading	R Elements of Poetry · 253–254 T Story Structure · 251–252 T Monitor and Clarify · 259–260 T Retell · 271–272 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Prefix un– · 361–362
Writing	T Descriptive Essay · 381–382
Grammar	T Different Kinds of Sentences · 487–488 R Review the Pronouns I and Me · 489–490

Weekly check

Read in mixed order boat, coat, snow, grow, road, blow, rain, pin. Dictate boat, coat, snow, grow.

Apply story structure to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 27 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R Vowel Teams ai, ay · 77–78 R Vowel Teams oa, ow · 79–80 T Vowel Teams ie, igh · 81–82
Spelling	T Words with Vowel Teams ie, igh · 157–158
Irregular words	T know, knew · 225–226
Fluency	T Reading Rate and Automaticity · 245–246
Reading	R Elements of Poetry · 253–254 T Text Features · 277–278 T Ask and Answer Questions · 255–256 T Chronological Order · 291–292 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	R Prefix un– · 361–362
Writing	T Descriptive Essay · 381–382
Grammar	T Adjectives for the Senses · 491–492 R Review the Verb Be · 493–494

Weekly check

Read in mixed order pie, tie, light, night, high, bright, boat, hen. Dictate pie, tie, light, night.

Apply text features to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 28–30

Unit 10 People and contributions

Learning goal

Read r-controlled words, use context to explain meaning, and present a short biography.

Texts to prepare

A factual account of a real person's life and an informational page with facts about that person's contribution.

Week	Primary word focus	Project stage
28	r-Controlled Vowel ar	Plan and rehearse
29	r-Controlled Vowel or	Draft and receive feedback
30	r-Controlled Vowels er, ir, and ur /er/	Revise and share

Unit product

Create a short biography with a labeled portrait. Name the person, give two verified facts and an important event, and explain a contribution.

Teach the connection

Practice ar and or separately before comparing er, ir, and ur. Record the written pattern beside each spoken word.

Add support	Extend the learning
Use a source read aloud, a three-fact organizer, and a timeline with two or three events.	Use two sources and distinguish a source-supported fact from an opinion about the person.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Identifies the real person
2. Includes accurate sourced facts
3. Connects events or details
4. Explains why the contribution matters

Week 28 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14 T Substituting Phonemes · 23–24
Phonics	T r-Controlled Vowel ar · 83–84
Spelling	T Words with r-Controlled Vowel ar · 159–160
Irregular words	T work, word, world · 227–228
Fluency	T Phrasing and Intonation · 247–248
Reading	T Topic and Central Idea · 263–264 T Retell · 271–272 T Setting · 273–274 T Response to Text · 283–284
Research	T Present Information · 529–530
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Prefix re– · 363–364
Vocabulary strategies	T Shades of Meaning · 377–378
Writing	T Biographical Essay · 393–394
Grammar	T Adverbs · 495–496 R Review Indefinite Pronouns · 497–498

Weekly check

Read in mixed order car, star, farm, park, barn, shark, light, cup. Dictate car, star, farm, park.

Apply topic and central idea to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 29 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R r-Controlled Vowel ar · 83–84 T r-Controlled Vowel or · 85–86
Spelling	T Words with r-Controlled Vowel or · 161–162
Irregular words	T your, four, fourth · 229–230
Fluency	R Phrasing and Intonation · 247–248
Reading	R Setting · 273–274 T Make Inferences · 261–262 T Theme · 297–298 T Create Mental Images · 287–288 T Elements of Poetry · 253–254 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	T Words About Places and Things · 335–336
Writing	T Biographical Essay · 393–394
Grammar	T Adjectives that Compare · 499–500 R Review Contractions · 501–502

Weekly check

Read in mixed order fork, corn, sort, storm, north, thorn, car, ship. Dictate fork, corn, sort, storm.

Apply make inferences to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 30 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	R r-Controlled Vowel ar · 83–84 R r-Controlled Vowel or · 85–86 T r-Controlled Vowels er, ir, and ur /er/ · 87–88
Spelling	T Words with r-Controlled Vowels er, ir, and ur /er/ · 163–164
Irregular words	T pear, wear, tear, bear · 231–232
Fluency	T Expression · 249–250
Reading	T Text Organization · 269–270 T Make Connections · 279–280 T Characters · 265–266 T Response to Text · 283–284
Oral vocabulary	T Vocabulary in Conversation · 327–328
Word building and meaning	R Prefix re– · 363–364
Writing	T Biographical Essay · 393–394
Grammar	R Adverbs · 495–496 T Using Correct Spelling · 503–504

Weekly check

Read in mixed order fern, bird, fur, turn, dirt, shirt, fork, cat. Dictate fern, bird, fur, turn.

Apply text organization to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 31–33

Unit 11 Learning through nonfiction

Learning goal

Read the two oo sounds and related long-oo teams, compare nonfiction forms, and compose an opinion letter.

Texts to prepare

A real-event narrative, an informational text, and a biography on accessible topics. Identify their purposes and features.

Week	Primary word focus	Project stage
31	Vowel Team oo (as in book)	Plan and rehearse
32	Vowel Team oo (long oo)	Draft and receive feedback
33	Vowel Teams ew, ui, ue /ū/	Revise and share

Unit product

Write an opinion letter recommending a book or learning activity. Include a greeting, opinion, reasons, a polite request, closing, and name.

Teach the connection

Contrast book and moon before adding ew, ui, and ue. Use the text's actual content to distinguish biography, informational writing, and a factual narrative.

Add support	Extend the learning
Offer a letter frame and help the child choose two facts or reasons. Read longer nonfiction aloud.	Recommend a specific nonfiction form for a new question and explain the match.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. Uses recognizable letter parts
2. States a clear opinion or request
3. Supports it with relevant reasons
4. Uses an appropriate audience and tone

Week 31 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14 T Substituting Phonemes · 23–24
Phonics	T Vowel Team oo (as in book) · 89–90
Spelling	T Words with Vowel Team oo (as in book) · 165–166
Irregular words	T door, poor, floor · 233–234
Fluency	T Accuracy and Self-Correction · 243–244
Reading	T Genre Characteristics: Narrative Nonfiction · 303–304 T Author’s Purpose · 257–258 T Text Organization · 269–270 T Synthesize Genre Knowledge · 309–310
Writing	T Opinion Letter · 395–396
Grammar	R Review Proper Nouns and Capitalization · 399–400 R Review Nouns · 505–506 R Review Possessive Pronouns · 507–508 R Review Action Verbs · 409–410 R Review Subject Pronouns · 413–414

Weekly check

Read in mixed order book, cook, foot, wood, took, shook, shirt, fan. Dictate book, cook, foot, wood.

Apply genre characteristics: narrative nonfiction to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 32 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	T Vowel Team oo (long oo) · 91–92
Spelling	T Words with Vowel Team oo (long oo) · 167–168
Irregular words	R Cumulative Irregular Word Review · 197–198
Fluency	T Reading Rate and Automaticity · 245–246
Reading	T Genre Characteristics: Informational Text · 305–306 T Topic and Central Idea · 263–264 T Text Features · 277–278 T Synthesize Genre Knowledge · 309–310
Writing	T Opinion Letter · 395–396
Grammar	R Review Nouns · 505–506 R Review Adjectives and Articles · 509–510 R Review Adjectives · 419–420 R Review Complete Sentences · 511–512 R Review Statements · 429–430

Weekly check

Read in mixed order moon, food, pool, boot, spoon, root, book, cat. Dictate moon, food, pool, boot.

Apply genre characteristics: informational text to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

For cumulative irregular-word review, substitute previously taught words for page 198 until all its words have been introduced.

Week 33 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14 R Substituting Phonemes · 23–24
Phonics	T Vowel Teams ew, ui, ue /ū/ · 93–94
Spelling	T Words with Vowel Teams ew, ui, ue /ū/ · 169–170
Irregular words	T buy, build · 235–236
Fluency	T Phrasing and Intonation · 247–248
Reading	R Text Organization · 269–270 R Text Features · 277–278 T Genre Characteristics: Biography · 307–308 T Synthesize Genre Knowledge · 309–310
Writing	T Opinion Letter · 395–396
Grammar	R Review Adjectives · 419–420 R Review Exclamations · 433–434 R Review Kinds of Sentences · 437–438 R Review Singular and Plural Nouns · 513–514 R Review Sentence Parts · 443–444

Weekly check

Read in mixed order chew, fruit, blue, suit, juice, glue, moon, fish. Dictate chew, fruit, blue, suit.

Apply genre characteristics: biography to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

WEEKS 34–36

Unit 12 Comparing stories and sharing ideas

Learning goal

Read au/aw and vowel diphthongs, compare fiction genres, and support an opinion about a story.

Texts to prepare

A realistic story, a folktale, and a fantasy, with discussion of characters, setting, and theme.

Week	Primary word focus	Project stage
34	Vowel Teams au, aw	Plan and rehearse
35	Vowel Team Diphthongs ou, ow /ow/	Draft and receive feedback
36	Vowel Team Diphthongs oi, oy	Revise and share

Unit product

Choose a story or genre and write a recommendation. State an opinion, use two relevant text details, and explain the recommendation to a listener.

Teach the connection

Contrast the sound in saw, cow, and toy. Compare what could happen in real life with story elements that establish fantasy or a folktale.

Add support	Extend the learning
Use one short selection from each genre, picture sorting, and an oral opinion frame.	Compare how two stories communicate a similar lesson through different characters or settings.

Score the product

Score each criterion 0, 1, or 2. Use 2 for demonstrated independently, 1 for partial performance or performance with support, and 0 for a completed attempt that does not yet demonstrate the criterion. Mark a missing opportunity separately. Total the four criteria out of 8.

1. States a recommendation
2. Uses relevant text details
3. Explains reasons clearly
4. Speaks clearly and responds to a question

Week 34 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	T Blending Phonemes · 11–12 T Substituting Phonemes · 23–24 T Segmenting Phonemes · 13–14
Phonics	T Vowel Teams au, aw · 95–96
Spelling	T Words with Vowel Teams au, aw · 171–172
Irregular words	T father, other, mother, brother · 237–238
Fluency	T Phrasing and Intonation · 247–248
Reading	T Genre Characteristics: Realistic Fiction · 311–312 T Story Structure · 251–252 T Point of View · 289–290 T Synthesize Genre Knowledge · 309–310
Writing	T Opinion Essay · 387–388
Grammar	R Review Commands · 449–450 R Review Subjects and Verbs · 453–454 R Review Verbs and Time · 457–458 R Review Spelling · 461–462 R Review Questions · 465–466

Weekly check

Read in mixed order haul, pause, saw, claw, straw, yawn, blue, nest. Dictate haul, pause, saw, claw.

Apply genre characteristics: realistic fiction to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 35 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Substituting Phonemes · 23–24 R Segmenting Phonemes · 13–14
Phonics	R Vowel Teams au, aw · 95–96 T Vowel Team Diphthongs ou, ow /ow/ · 97–98
Spelling	T Words with Vowel Team Diphthongs ou, ow /ow/ · 173–174
Irregular words	T fought, bought, brought, thought · 239–240
Fluency	T Expression · 249–250
Reading	T Genre Characteristics: Folktales · 313–314 T Characters · 265–266 T Theme · 297–298 T Synthesize Genre Knowledge · 309–310
Writing	T Opinion Essay · 387–388
Grammar	R Review Compound Questions and Statements · 469–470 R Review Names of Months, Days, and Holidays · 479–480 R Review Future Tense · 475–476 R Review Prepositions and Prepositional Phrases · 481–482 R Review Adjectives that Compare · 485–486

Weekly check

Read in mixed order out, cloud, cow, town, mouth, brown, straw, pen. Dictate out, cloud, cow, town.

Apply genre characteristics: folktales to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Week 36 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Blending Phonemes · 11–12 R Substituting Phonemes · 23–24 R Segmenting Phonemes · 13–14
Phonics	R Vowel Teams au, aw · 95–96 R Vowel Team Diphthongs ou, ow /ow/ · 97–98 T Vowel Team Diphthongs oi, oy · 99–100
Spelling	T Words with Vowel Team Diphthongs oi, oy · 175–176
Irregular words	T cousin, young, touch · 241–242
Fluency	T Accuracy and Self-Correction · 243–244
Reading	R Story Structure · 251–252 T Genre Characteristics: Fantasy · 315–316 T Setting · 273–274 T Synthesize Genre Knowledge · 309–310
Writing	T Opinion Essay · 387–388
Grammar	R Review the Pronouns I and Me · 489–490 R Review the Verb Be · 493–494 R Review Indefinite Pronouns · 497–498 R Review Contractions · 501–502 R Review Adverbs · 515–516

Weekly check

Read in mixed order coin, oil, boy, toy, point, joy, town, bed. Dictate coin, oil, boy, toy.

Apply genre characteristics: fantasy to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Entry check

Administer in a short, calm session. Say that the tasks help you plan. Record the date and support used. Stop a section when the learner cannot engage with it and record what was available.

Area	Ready-to-use prompt	Record
Letter sounds	Display m, s, a, i, t, p, n, f, c, h. Ask for a familiar sound for each. Model only after recording the attempt.	___ / 10 independent
Oral blending	Say /m/ /a/ /p/, then /s/ /i/ /t/, then /f/ /a/ /n/. Ask for each whole word.	___ / 3
Oral segmenting	Say map, sun, fish. Ask the learner to say the sounds or use one counter for each sound.	___ / 3
Word reading	Display cat, map, sit, pin, log, sun, hen, bed in a mixed order.	___ / 8
Spelling	Dictate map, sit, log, hen. Ask for a written word or letter-tile spelling and record which was used.	___ / 4
Listening comprehension	Read the passage below and ask its two questions.	___ / 2 questions with relevant answers
Writing and language	Ask the learner to draw a favorite activity and write or dictate a sentence about it.	Record the sentence, support, and one observed strength.

Listening passage

Ava carried a ball to the park. The ball rolled under a bench. Ava could not reach it with her hand. She used a long stick to roll it out. Then she played with her friend.

Ask what Ava’s problem was and how she solved it. Accept that the ball was under the bench or out of reach and that she used a stick to roll it out.

Choose the starting point

Begin with missing letter sounds and oral practice when needed, then move into Week 1 word work. For a learner already reading the entry words accurately, sample the later weekly checks to find the earliest pattern needing instruction. Continue age-appropriate listening and discussion at the same time.

COPY AS NEEDED

Weekly progress record

Learner _____ Dates _____

Use I for independent, S for supported, SC for self-correction, and N for an opportunity that was unavailable or incomplete. Keep N separate from an incorrect completed response.

Week and date	Read /8	Spell /4	Sounds /2	Comprehension /2	Language target and support

Error pattern and teaching response

Pattern or skill to revisit _____

Evidence from today _____

What I will model or change _____

Next independent check date _____

Reading condition ☐ independent reading ☐ adult read-aloud ☐ shared reading

COPY ONCE PER UNIT

Unit project record

Learner _____ Unit _____ Date _____

Product or title _____

Copy the unit’s four criteria below. Score 2 for independent demonstration, 1 for partial or supported performance, and 0 for a completed attempt still developing. Mark N for a missing opportunity. Record the support.

Criterion from the unit page	0, 1, 2, or N	Evidence or support
1.		
2.		
3.		
4.		

Total of completed criteria _____ / _____ Opportunities missing _____

Student reflection

One part I can explain _____

One part I want to improve _____

Teacher or family response

Strength seen in this product _____

Next teaching step _____

Date to revisit the skill _____

TEACHER REFERENCE

Coverage and source notes

All 265 worksheet entries are assigned in the weekly maps. Phonics and spelling retain separate entries. Repeated skills retain their source teaching and review weeks. The curriculum follows the 12-module order and three-week structure shown in the supplied trace.

How the page mapping was checked

Each worksheet pair was matched by subject area and skill label to the supplied source. The week columns in the source determine the T and R marks. Every pair from pages 1–530 appears in at least one weekly plan.

What the guide adds

The daily schedule, five-day routine, projects, oral and written checks, scoring criteria, and teaching adjustments were developed for this guide. The 75-minute routine and advancement rule are flexible planning choices.

Reading and vocabulary materials

The bank contains brief sample passages and vocabulary practice. Many strategy pages repeat a passage. The included decodable collection adds 39 weekly practice passages. Teachers or families supply richer read-alouds, additional reading, fresh texts for transfer checks, and real research sources. The guide identifies what to select for each unit.

Source files

Planning reference: supplied weekly skill sequence.

Grade_1_Reading_and_Language_Worksheets.pdf — 530-page student practice collection.

Grade_1_Worksheet_Index_and_Answer_Key.pdf — page lookup, answers, and scoring notes.

Grade_1_Decodable_Readers.pdf and Grade_1_Decodable_Reader_Teacher_Guide.pdf — 39 weekly passages, preview words, questions, and answers.

A complete lesson in use

For each selected skill, combine a clear model, a guided response, independent practice, application in reading or writing, and feedback from a brief check. Use the results to decide whether to repeat, extend, or advance.