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.