

GRADE K • Foundational Skills

	WEEK	PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS	PRINT CONCEPTS
MODULE 1	1	Alphabet Knowledge: Identify and Form Letters <i>Aa-Ff</i>	<ul style="list-style-type: none"> Identify Words in Sentences Identify Rhymes Segmenting, Blending Syllables; Segmenting, Blending, Isolating Phonemes* 	<i>the</i>	<ul style="list-style-type: none"> Book Orientation: Book Handling
	2	Alphabet Knowledge: Identify and Form Letters <i>Gg-Pp</i>	<ul style="list-style-type: none"> Identify Words in Sentences Identify Rhymes Segmenting, Blending, Adding, Deleting Syllables; Segmenting, Adding, Blending, Isolating, Changing, Deleting Phonemes* 	<i>a</i>	<ul style="list-style-type: none"> Book Orientation: Turning Pages
	3	Alphabet Knowledge: Identify and Form Letters <i>Qq-Zz</i>	<ul style="list-style-type: none"> Identify Rhymes Identify Syllables Segmenting, Blending, Adding, Deleting Syllables; Blending, Adding, Segmenting, Deleting, Isolating, Changing Phonemes* 	<i>see</i>	<ul style="list-style-type: none"> Book Parts: Covers, Title, Author/Illustrator
	4	Consonants <i>m /m/</i> and <i>s /s/</i>	<ul style="list-style-type: none"> Identify Syllables Blend Syllables Blending, Deleting, Segmenting Syllables; Segmenting, Changing, Deleting, Isolating Phonemes* 	<i>I</i>	<ul style="list-style-type: none"> Book Parts: Title Page, Title, Author/Illustrator
MODULE 2	1	Consonants <i>t /t/</i> and <i>b /b/</i>	<ul style="list-style-type: none"> Identify Syllables Segment Syllables Blending, Segmenting, Adding Syllables; Blending, Isolating, Segmenting, Adding, Changing Phonemes* 	<i>by, my, to</i>	<ul style="list-style-type: none"> Directionality: Left to Right, Top to Bottom
	2	Vowel Short <i>a</i>	<ul style="list-style-type: none"> Blend Syllables Segment Syllables Blending, Adding Syllables; Blending, Changing, Segmenting, Isolating, Deleting, Adding Phonemes* 	<i>am, at, go</i>	<ul style="list-style-type: none"> Concept of a Word
	3	Consonants <i>n /n/</i> and <i>d /d/</i>	<ul style="list-style-type: none"> Identify Rhymes Produce Rhymes Segmenting, Blending, Adding Syllables; Segmenting, Changing, Isolating, Blending, Adding Phonemes* 	<i>is, man, no</i>	<ul style="list-style-type: none"> Concept of a Sentence
	4	Consonants <i>c /k/</i> and <i>p /p/</i>	<ul style="list-style-type: none"> Blend Syllables Blend Onset and Rime into Words Segmenting, Adding, Blending, Deleting Syllables; Blending, Segmenting, Changing, Adding, Isolating Phonemes* 	<i>and, can, you</i>	<ul style="list-style-type: none"> One-to-One Correspondence

*Skills covered in the Daily Show and Teach Slides (online only)

	WEEK	PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS	PRINT CONCEPTS
MODULE 3	1	Vowel Short <i>i</i>	<ul style="list-style-type: none"> Identify Rhymes Produce Rhymes Segmenting, Blending, Deleting Syllables; Segmenting, Adding, Changing, Isolating, Deleting Phonemes* 	<i>an, has, it</i>	<ul style="list-style-type: none"> Concept of a Word
	2	Consonants <i>r /r/</i> and <i>f /f/</i>	<ul style="list-style-type: none"> Identify Initial Sounds Recognize Alliteration Blending, Deleting, Segmenting Syllables; Blending, Adding, Changing, Segmenting, Isolating, Deleting Phonemes* 	<i>he, ran, she</i>	<ul style="list-style-type: none"> One-to-One Correspondence
	3	Inflection <i>-s /s/</i> and <i>-s /z/</i> (nouns)	<ul style="list-style-type: none"> Identify Final Sounds Produce Rhymes Segmenting, Blending Syllables; Changing, Segmenting, Blending, Adding, Deleting Phonemes* 	<i>did, in, put</i>	<ul style="list-style-type: none"> Concept of a Sentence
	4	Inflection <i>-s</i> (verbs)	<ul style="list-style-type: none"> Blend Onset and Rime into Words Segment Words into Onset and Rime Blending, Segmenting, Adding Syllables; Segmenting, Blending, Adding, Isolating, Changing, Deleting Phonemes* 	<i>me, sits, with</i>	<ul style="list-style-type: none"> One-to-One Correspondence
MODULE 4	1	Consonants <i>g /g/</i> and <i>k /k/</i>	<ul style="list-style-type: none"> Identify Initial Sounds Recognize Alliteration Segmenting, Blending, Changing, Isolating, Adding, Deleting Phonemes* 	<i>big, good, his, very</i>	<ul style="list-style-type: none"> Directionality: Left to Right, Top to Bottom One-to-One Correspondence
	2	Vowel Short <i>o</i>	<ul style="list-style-type: none"> Identify Medial Vowel Sounds Produce Rhymes Segmenting, Blending, Deleting Syllables; Blending, Segmenting, Changing, Isolating, Deleting Phonemes* 	<i>got, here, of, on</i>	<ul style="list-style-type: none"> Unusual Directionality One-to-One Correspondence
	3	Consonants <i>l /l/</i> and <i>h /h/</i>	<ul style="list-style-type: none"> Blend Onset and Rime into Words Blend Phonemes into Words Segmenting, Adding, Deleting Syllables; Adding, Deleting, Changing, Isolating, Segmenting Phonemes* 	<i>are, lot, not, was</i>	<ul style="list-style-type: none"> Directionality: Left to Right, Top to Bottom One-to-One Correspondence
	4	Consonants <i>w /w/</i> and <i>j /j/</i>	<ul style="list-style-type: none"> Blend Onset and Rime into Words Blend Phonemes into Words Blending, Segmenting, Deleting Syllables; Segmenting, Adding, Blending, Deleting, Changing, Isolating Phonemes* 	<i>be, do, had, ten</i>	<ul style="list-style-type: none"> Directionality: Left to Right, Top to Bottom One-to-One Correspondence

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	WEEK	PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS	PRINT CONCEPTS
MODULE 5	1	Vowel Short <i>u</i>	<ul style="list-style-type: none"> Blend Phonemes into Words Produce Rhymes Blending, Segmenting, Deleting Syllables; Segmenting, Deleting, Changing, Blending Phonemes* 	<i>but, look, up, want</i>	<ul style="list-style-type: none"> Directionality: Return Sweep One-to-One Correspondence
	2	Consonants <i>v /v/</i> and <i>y /y/</i>	<ul style="list-style-type: none"> Identify Final Sounds Blend Phonemes into Words Deleting, Adding, Blending, Segmenting Syllables; Adding, Blending, Deleting, Segmenting, Changing Phonemes* 	<i>for, her, him, us</i>	<ul style="list-style-type: none"> Reading a Play
	3	Vowel Short <i>e</i>	<ul style="list-style-type: none"> Identify Medial Vowel Sounds Blend Phonemes into Words Segmenting, Deleting, Blending, Adding Syllables; Changing, Segmenting, Deleting, Adding, Isolating Phonemes* 	<i>help, they, too, yes</i>	<ul style="list-style-type: none"> Directionality: Return Sweep One-to-One Correspondence
	4	Consonants <i>q (qu) /kw/</i> and <i>x /ks/</i>	<ul style="list-style-type: none"> Isolate Initial Sounds Segment Words into Onset and Rime Segmenting, Adding, Blending Syllables; Segmenting, Adding, Blending, Changing, Deleting, Isolating Phonemes* 	<i>have, six, some, we</i>	<ul style="list-style-type: none"> Unusual Directionality Reading Sentences Across Multiple Pages
MODULE 6	1	Consonant <i>z /z/</i>	<ul style="list-style-type: none"> Isolate Final Sounds Blend Phonemes into Words Segmenting, Blending, Deleting, Adding Syllables; Segmenting, Changing, Blending, Deleting, Adding Phonemes* 	<i>get, hot, or, where</i>	<ul style="list-style-type: none"> Concept of a Word
	2	Consonant Blends: Initial <i>st, sp, sl, and sn</i>	<ul style="list-style-type: none"> Segment Words into Onset and Rime Segment Words into Phonemes Blending, Segmenting, Deleting Syllables; Segmenting, Isolating, Changing, Blending, Deleting Phonemes* 	<i>come, from, if, stop</i>	<ul style="list-style-type: none"> Concept of a Word
	3	Consonant Blends: Initial <i>cl, fl</i> and Final <i>st, nd</i>	<ul style="list-style-type: none"> Blend Phonemes into Words Segment Words into Phonemes Segmenting, Blending, Deleting, Adding Syllables; Segmenting, Adding, Isolating, Changing, Deleting Phonemes* 	<i>as, our, red, that</i>	<ul style="list-style-type: none"> Concept of a Sentence
	4	Review: Short Vowels, Consonants, and Consonant Blends	<ul style="list-style-type: none"> Isolate Medial Vowel Sounds Segment Words into Phonemes Segmenting, Adding, Blending Syllables; Changing, Segmenting, Adding, Deleting, Isolating, Blending Phonemes* 	<i>cut, must, said, when</i>	<ul style="list-style-type: none"> Concept of a Sentence

	WEEK	PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS	PRINT CONCEPTS
MODULE 7	1	Double Final Consonants –ss, –ff, –ll, –zz and Final –ck	<ul style="list-style-type: none"> Produce Rhymes Segment Words into Phonemes Segmenting, Adding Syllables; Segmenting, Changing, Blending, Deleting, Adding Phonemes* 	<i>down, off, so, will</i>	<ul style="list-style-type: none"> End Punctuation
	2	Digraphs: Initial sh /sh/ and ch /ch/	<ul style="list-style-type: none"> Blend Phonemes into Words Segment Words into Phonemes Blending, Deleting, Adding, Segmenting Syllables; Deleting, Isolating, Changing, Adding Phonemes* 	<i>back, let, were, what</i>	<ul style="list-style-type: none"> End Punctuation
	3	Digraphs: Initial th /TH/ (voiced) and wh /w/	<ul style="list-style-type: none"> Isolate Initial Sounds Segment Words into Phonemes Adding, Segmenting, Blending Syllables; Adding, Deleting, Blending, Isolating, Changing Phonemes* 	<i>could, now, then, this</i>	<ul style="list-style-type: none"> End Punctuation
	4	Review: Short Vowels, Consonants, Double Final Consonants, Final –ck, and Digraphs	<ul style="list-style-type: none"> Blend Phonemes into Words Produce Rhymes Blending, Segmenting Syllables; Isolating, Changing, Segmenting, Adding, Deleting, Blending Phonemes* 	<i>tell, well, who, your</i>	<ul style="list-style-type: none"> End Punctuation
MODULE 8	1	Vowels Long a and Long i (VCe Pattern)	<ul style="list-style-type: none"> Blend Phonemes into Words Segment Words into Phonemes Blending, Segmenting, Adding Syllables; Changing, Deleting, Adding, Blending Phonemes* 	<i>know, out, same, take</i>	<ul style="list-style-type: none"> One-to-One Correspondence Labels and Captions
	2	Vowels Long o and Long u (VCe Pattern)	<ul style="list-style-type: none"> Isolate Final Sounds Segment Words into Phonemes Adding Syllables; Changing, Adding, Deleting, Blending, Segmenting Phonemes* 	<i>home, like, many, right</i>	<ul style="list-style-type: none"> One-to-One Correspondence Labels and Captions
	3	Vowel Long e (ee)	<ul style="list-style-type: none"> Isolate Medial Vowel Sounds Segment Words into Phonemes Segmenting, Blending, Adding Syllables; Segmenting, Changing, Adding, Deleting, Blending Phonemes* 	<i>keep, made, why, would</i>	<ul style="list-style-type: none"> One-to-One Correspondence
	4	Consonants c /s/ and g /j/	<ul style="list-style-type: none"> Add Syllables Delete Syllables Blending, Segmenting Syllables; Segmenting, Blending, Adding, Deleting, Isolating, Changing Phonemes* 	<i>all, into, make, time</i>	<ul style="list-style-type: none"> One-to-One Correspondence Labels and Captions

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	WEEK	PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS	PRINT CONCEPTS
MODULE 9	1	Review: Consonants and Short Vowels	<ul style="list-style-type: none"> Add Syllables Delete Syllables Deleting, Segmenting, Blending, Adding Syllables; Deleting, Adding, Isolating, Changing Phonemes* 	<i>about, came, gave, one</i>	<ul style="list-style-type: none"> Review Directionality, Return Sweep, One-to-One Correspondence
	2	Review: Consonant Blends and Short Vowels	<ul style="list-style-type: none"> Add Phonemes Delete Phonemes Deleting, Adding, Segmenting Syllables; Deleting, Isolating, Segmenting, Changing, Adding Phonemes* 	<i>because, just, pick, play</i>	<ul style="list-style-type: none"> Review Directionality, Return Sweep, One-to-One Correspondence
	3	Review: Digraphs and Short Vowels	<ul style="list-style-type: none"> Add Phonemes Substitute Phonemes Adding, Deleting, Segmenting Syllables; Deleting, Isolating, Segmenting, Blending Phonemes* 	<i>again, ate, how, them</i>	<ul style="list-style-type: none"> Review Concept of a Letter, Concept of a Word
	4	Review: Consonants and Long Vowels	<ul style="list-style-type: none"> Add Phonemes Substitute Phonemes Adding, Segmenting Syllables; Segmenting, Changing, Isolating, Blending Phonemes* 	<i>Review</i>	<ul style="list-style-type: none"> Review Concept of a Sentence, End Punctuation