

GRADE 1 • Foundational Skills

		PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS
MODULE 1	WEEK 1	<ul style="list-style-type: none"> Consonants <i>m, s, t, b</i> Short <i>a</i> 	<ul style="list-style-type: none"> Blend Onset/Rime Segment Syllables, Onset/Rime Alliteration; Isolate Phonemes Blend Phonemes Blending Syllables; Isolating, Blending, Adding, Segmenting, Changing, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>go, is, like, see, the, this, to, we</i> Decodable: <i>am, at</i>
	WEEK 2	<ul style="list-style-type: none"> Consonants <i>n, d, p, c /k/</i> Short <i>a</i> 	<ul style="list-style-type: none"> Blend Onset/Rime Blend Phonemes Segment Onset/Rime Adding, Segmenting, Blending Syllables; Isolating, Adding, Changing, Blending, Segmenting Phonemes* 	<ul style="list-style-type: none"> <i>a, first, good, had, he, I, my, was</i> Decodable: <i>an, can, man</i>
	WEEK 3	<ul style="list-style-type: none"> Consonants <i>r, f, s /z/</i>; Short <i>i</i> Inflection -s 	<ul style="list-style-type: none"> Alliteration; Segment Phonemes Blend Phonemes Segment Phonemes Isolate Phonemes: Identify Vowel Segmenting Syllables; Deleting, Isolating, Changing, Adding, Blending Phonemes* 	<ul style="list-style-type: none"> <i>and, find, for, just, many, one, she, then</i> Decodable: <i>as, if, in, is, it</i>
MODULE 2	WEEK 1	<ul style="list-style-type: none"> Consonants <i>g, k</i> Review Short <i>a, i</i> 	<ul style="list-style-type: none"> Blend Onset/Rime Blend Phonemes Segment Onset/Rime Segment Phonemes Blending, Segmenting, Adding Syllables; Isolating, Segmenting, Changing, Adding, Blending Phonemes* 	<ul style="list-style-type: none"> <i>are, buy, little, said, too, up, will, you</i> Decodable: <i>big, did, its, ran, sit</i>
	WEEK 2	<ul style="list-style-type: none"> Consonants <i>l, h</i>; Short <i>o</i> Review Short <i>a, i, o</i> 	<ul style="list-style-type: none"> Blend Phonemes Alliteration; Isolate Phonemes Segment Phonemes Segmenting, Blending, Deleting Syllables; Isolating, Segmenting, Changing, Adding, Blending, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>do, live (verb), of, our, wants, what, with, your</i> Decodable: <i>got, had, has, him, his, not</i>
	WEEK 3	<ul style="list-style-type: none"> Consonants <i>w, j, y, v</i>; Short <i>u</i> Review Short <i>i, o, u</i> 	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes Isolate, Segment Phonemes Isolate Phonemes: Identify Vowel Adding, Blending, Segmenting, Deleting Syllables; Isolating, Adding, Segmenting, Changing, Blending, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>about, eat, how, make, out, put, takes, who</i> Decodable: <i>but, cut, on, run, up, us</i>

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

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Accuracy and Self-Correction	Short a <ul style="list-style-type: none"> Basic Words: <i>am, at, bat, mat, Sam, sat</i> 	Manuscript: <i>a, d</i>	Letters, Words, and Sentences
Reading Rate	Short a <ul style="list-style-type: none"> Basic Words: <i>an, bad, can, cat, nap, pan</i> Review Words: <i>am, at, bat, sat</i> Challenge Words: <i>lamp, trap</i> 	Pencil Grip and Paper Position	Directionality
Phrasing	Short i <ul style="list-style-type: none"> Basic Words: <i>fit, him, is, it, pin, sip</i> Review Words: <i>an, cat, nap, pan</i> Challenge Words: <i>rich, spin</i> 	Manuscript: <i>i, l, t</i>	End Punctuation
Expression	Short i <ul style="list-style-type: none"> Basic Words: <i>big, did, dig, in, pig, sit</i> Review Words: <i>fit, it, pin, sip</i> Challenge Words: <i>fish, ship</i> 	Paper Position and Left-to-Right Directionality	Words in Sentences
Intonation	Short o <ul style="list-style-type: none"> Basic Words: <i>hot, hop, log, not, on, top</i> Review Words: <i>big, dig, pig, sit</i> Challenge Words: <i>block, shop</i> 	Manuscript: <i>g, o</i>	Commas
Accuracy and Self-Correction	Short u <ul style="list-style-type: none"> Basic Words: <i>bug, hug, mud, nut, tub, up</i> Review Words: <i>hop, hot, log, not</i> Challenge Words: <i>bathtub, puppy</i> 	Manuscript: <i>q, u</i>	Quotation Marks

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		PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS
MODULE 3	WEEK 1	<ul style="list-style-type: none"> Consonants <i>qu, x, z</i>; Short <i>e</i> Review Short <i>e, i, o, u</i> 	<ul style="list-style-type: none"> Blend Phonemes Isolate, Segment Phonemes Blending, Segmenting Syllables; Isolating, Segmenting, Changing, Deleting, Blending, Adding Phonemes* 	<ul style="list-style-type: none"> <i>day, every, fly, have, look, made, they, write</i> Decodable: <i>get, let, red, six, ten, yes</i>
	WEEK 2	<ul style="list-style-type: none"> Double Final Consonants Consonants <i>ck /k/</i> 	<ul style="list-style-type: none"> Identify, Produce Rhyme Isolate Phonemes: Identify Vowel Isolate, Segment Phonemes Blending, Segmenting, Deleting Syllables; Isolating, Changing, Segmenting, Blending, Adding Phonemes* 	<ul style="list-style-type: none"> <i>all, down, four, from, her, now, saw, went</i> Decodable: <i>back, off, pick, tell, well, will</i>
	WEEK 3	<ul style="list-style-type: none"> Consonant Digraph <i>sh</i> Review <i>s, sh</i> 	<ul style="list-style-type: none"> Alliteration: Digraphs Blend Phonemes Isolate, Segment Phonemes Blending, Adding, Segmenting Syllables; Isolating, Segmenting, Changing, Deleting, Blending, Adding Phonemes* 	<ul style="list-style-type: none"> <i>by, call, could, know, some, there, were, would</i> Decodable: <i>fish, hot, wish</i>
MODULE 4	WEEK 1	<ul style="list-style-type: none"> Consonant Digraph <i>ch</i> Review <i>ch, sh</i> 	<ul style="list-style-type: none"> Alliteration: Digraphs Blend Phonemes Segment Phonemes Manipulate Phonemes: Change Blending, Segmenting, Adding Syllables; Segmenting, Changing, Blending, Adding, Isolating, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>be, here, me, play, started, today, use, very</i> Decodable: <i>much, such</i>
	WEEK 2	<ul style="list-style-type: none"> Consonant Digraphs <i>th, wh</i>; Trigraph <i>-tch</i> Inflections <i>-s, -es</i> 	<ul style="list-style-type: none"> Blend Phonemes Segment, Count Phonemes Manipulate Phonemes: Add, Change Blending, Segmenting, Deleting Syllables; Segmenting, Changing, Deleting, Blending, Isolating Phonemes* 	<ul style="list-style-type: none"> <i>jump, right, say, their, walk, way, where, why</i> Decodable: <i>that, them, then, this, when, which</i>
	WEEK 3	<ul style="list-style-type: none"> Initial Blends with <i>s</i> Review <i>sh, th, st</i> 	<ul style="list-style-type: none"> Blend Phonemes Segment, Count Phonemes Segmenting, Blending Syllables; Adding, Segmenting, Changing, Isolating, Deleting, Blending Phonemes* 	<ul style="list-style-type: none"> <i>after, before, does, don't, grow, into, no, wash</i> Decodable: <i>spell, still, stop, than, with</i>

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

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Reading Rate	Short e <ul style="list-style-type: none"> • Basic Words: <i>hen, leg, pen, web, wet, yet</i> • Review Words: <i>bug, mud, nut, tub</i> • Challenge Words: <i>messy, went</i> 	Manuscript: <i>e, f</i>	Letters, Words, and Sentences
Expression	Double Final Consonants <ul style="list-style-type: none"> • Basic Words: <i>egg, grass, miss, tell, well, will</i> • Review Words: <i>leg, web, wet, yet</i> • Challenge Words: <i>game, these</i> 	Manuscript: <i>s</i> and Left-to-Right Directionality	End Punctuation
Phrasing	Consonant Digraph sh <ul style="list-style-type: none"> • Basic Words: <i>dash, fish, rush, ship, shop, wish</i> • Review Words: <i>grass, miss, tell, will</i> • Challenge Words: <i>shape, shoe</i> 	Manuscript: <i>b, h, r</i>	Dialogue
Intonation	Consonant Digraph ch <ul style="list-style-type: none"> • Basic Words: <i>chick, chin, chip, chop, much, rich</i> • Review Words: <i>rush, ship, shop, wish</i> • Challenge Words: <i>boy, girl</i> 	Manuscript: <i>c</i> and Letter Spacing and Legibility	Words in Sentences
Accuracy and Self-Correction	Consonant Digraphs th, wh <ul style="list-style-type: none"> • Basic Words: <i>that, then, this, which, whip, with</i> • Review Words: <i>chick, chin, much, rich</i> • Challenge Words: <i>think, wheel</i> 	Manuscript: <i>k, v, w</i>	Directionality
Reading Rate	Initial Blends with s <ul style="list-style-type: none"> • Basic Words: <i>slid, spit, split, step, stop, strap</i> • Review Words: <i>that, this, which, whip</i> • Challenge Words: <i>slide, stick</i> 	Manuscript: <i>j, p</i>	Capitalization

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MODULE 5	WEEK 1	<ul style="list-style-type: none"> Initial Blends with <i>l</i> Review <i>st, sl, fl, cl</i> 	<ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Add Segment, Count Phonemes Blending, Segmenting Syllables; Segmenting, Isolating, Deleting, Changing, Blending, Adding Phonemes* 	<ul style="list-style-type: none"> <i>around, came, come, found, other, people, two, worked</i> Decodable: <i>black</i>
	WEEK 2	<ul style="list-style-type: none"> Initial Blends with <i>r</i> Compound Words 	<ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Delete Segment, Count Phonemes Manipulate Phonemes: Add Deleting, Segmenting, Blending, Adding Syllables; Adding, Segmenting, Changing, Isolating, Blending, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>again, away, because, cold, fall, full, or, pretty</i>
	WEEK 3	<ul style="list-style-type: none"> Final Blends Inflection <i>-ed</i> 	<ul style="list-style-type: none"> Blend Phonemes Segment, Count Phonemes Manipulate Phonemes: Change Blending, Segmenting Syllables; Adding, Segmenting, Changing, Deleting, Isolating, Blending Phonemes* 	<ul style="list-style-type: none"> <i>any, done, laugh, long, more, pull, teacher, think</i> Decodable: <i>and, ask, best, fast, jump, just</i>
MODULE 6	WEEK 1	<ul style="list-style-type: none"> Long <i>e, i, o</i> (CV) Possessives with <i>'s</i> 	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes: Identify Vowel Segment Phonemes Segmenting, Blending, Adding Syllables; Segmenting, Adding, Changing, Deleting, Isolating, Blending Phonemes* 	<ul style="list-style-type: none"> <i>another, gave, house, over, own, read, water, white</i> Decodable: <i>be, he, into, me, she, so</i>
	WEEK 2	<ul style="list-style-type: none"> Long <i>a</i> (VCe) Soft <i>c</i> 	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes: Identify Vowel Segment Phonemes Identify, Produce Rhyme Blending, Segmenting Syllables; Segmenting, Deleting, Changing, Adding, Isolating, Blending Phonemes* 	<ul style="list-style-type: none"> <i>always, began, better, gives, hurt, shall, should, things</i> Decodable: <i>ate, came, gave, made, make, place</i>
	WEEK 3	<ul style="list-style-type: none"> Long <i>i, o</i> (VCe) Silent Letters <i>kn, wr</i> 	<ul style="list-style-type: none"> Blend Phonemes Segment Phonemes Manipulate Phonemes: Delete Blending, Segmenting Syllables; Changing, Segmenting, Isolating, Adding, Blending Phonemes* 	<ul style="list-style-type: none"> <i>carry, draw, eight, even, goes, may, seven, shows</i> Decodable: <i>home, like, ride, side, time, white</i>

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

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Expression	Initial Blends with l <ul style="list-style-type: none"> Basic Words: <i>clap, club, flag, flap, slam, sled</i> Review Words: <i>slid, spit, step, stop</i> Challenge Words: <i>flower, tube</i> 	Manuscript: <i>m, n</i> and Legibility	Directionality
Phrasing	Initial Blends with r <ul style="list-style-type: none"> Basic Words: <i>drip, drum, grin, scrub, trap, trip</i> Review Words: <i>clap, club, flap, sled</i> Challenge Words: <i>branch, try</i> 	Manuscript: <i>H, I, L, T</i>	Commas
Intonation	Final Blends <ul style="list-style-type: none"> Basic Words: <i>ant, fast, jump, lamp, must, went</i> Review Words: <i>drum, grin, trap, trip</i> Challenge Words: <i>jumped, pants</i> 	Manuscript: <i>F, P, D</i>	Letters, Words, and Sentences
Accuracy and Self-Correction	CV Pattern; Question Words <ul style="list-style-type: none"> Basic Words: <i>go, how, me, no, so, what, when, where, who, why</i> Review Words: <i>fast, jump, lamp, went</i> Challenge Words: <i>dry, helpful</i> 	Sentence Writing: Word Spacing	Words in Sentences
Reading Rate	Long a (VCe) <ul style="list-style-type: none"> Basic Words: <i>brave, came, flake, gave, had, late, make, map, plate, shape</i> Review Words: <i>what, when, where, who</i> Challenge Words: <i>glide, grade</i> 	Manuscript: <i>A, M, N</i>	Capitalization
Expression	Long i, o (VCe) <ul style="list-style-type: none"> Basic Words: <i>bike, drive, home, joke, kite, like, poke, stove, time, white</i> Review Words: <i>flake, late, plate, shape</i> Challenge Words: <i>invite, write</i> 	Manuscript: <i>C, O, Q</i>	Dialogue

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MODULE 7	WEEK 1	<ul style="list-style-type: none"> Long <i>u, e</i> (VCe) Soft <i>g</i> (<i>g, dge</i>) 	<ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Change Segment Phonemes Identify, Produce Rhyme Blending, Segmenting Syllables; Segmenting, Adding, Isolating, Blending, Deleting, Changing Phonemes* 	<ul style="list-style-type: none"> <i>animal, heads, keep, let's, point, something, voice, won't</i> Decodable: <i>five, must, these, those, use, write</i>
	WEEK 2	<ul style="list-style-type: none"> Long <i>e</i> (<i>ea, ee</i>) Short <i>e</i> (<i>ea</i>) 	<ul style="list-style-type: none"> Blend Phonemes Segment Phonemes Identify, Produce Rhyme Blending, Segmenting Syllables; Isolating, Segmenting, Adding, Changing, Deleting, Isolating, Blending Phonemes* 	<ul style="list-style-type: none"> <i>below, far, hear, hold, old, only, open, round</i> Decodable: <i>clean, green, head, please, read, see</i>
	WEEK 3	<ul style="list-style-type: none"> Long <i>a</i> (<i>ai, ay</i>) Contractions with <i>'m, 's, n't, 'll</i> 	<ul style="list-style-type: none"> Blend Phonemes Produce Rhymes Segment Phonemes Blending, Segmenting, Adding Syllables; Changing, Segmenting, Deleting, Isolating, Adding, Blending Phonemes* 	<ul style="list-style-type: none"> <i>air, different, drink, enough, never, small, through, under</i> Decodable: <i>day, don't, may, play, say, way</i>
MODULE 8	WEEK 1	<ul style="list-style-type: none"> Long <i>o</i> (<i>oa, ow</i>) Long <i>o, i</i> (<i>oe, ie</i>) 	<ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes: Identify Vowel Segment Phonemes Blending, Segmenting, Adding Syllables; Segmenting, Changing, Adding, Isolating, Blending, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>along, answer, children, going, mother, talk, upon, woman</i> Decodable: <i>each, goes, grow, know, own</i>
	WEEK 2	<ul style="list-style-type: none"> Long <i>i</i> (<i>igh, y</i>) Long <i>i, o</i> 	<ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Add Manipulate Phonemes: Delete Blending, Deleting, Adding Syllables; Isolating, Segmenting, Deleting, Changing, Blending Phonemes* 	<ul style="list-style-type: none"> <i>bring, eyes, family, girl, move, soon, together, warm</i> Decodable: <i>by, cold, find, fly, hold, kind</i>
	WEEK 3	<ul style="list-style-type: none"> <i>r</i>-Controlled Vowel <i>ar</i> Two-Syllable Words: VCCV Pattern 	<ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Change Segment, Count Phonemes Blending, Deleting, Segmenting Syllables; Isolating, Segmenting, Deleting, Adding, Blending, Changing Phonemes* 	<ul style="list-style-type: none"> <i>brown, few, funny, myself, new, once, thank, words</i> Decodable: <i>car, far, hard, old, right, yellow</i>

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

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Intonation	Long u; VCe Pattern <ul style="list-style-type: none"> • Basic Words: <i>bake, cute, flute, game, hike, Luke, tube, use, wake, woke</i> • Review Words: <i>drive, home, joke, white</i> • Challenge Words: <i>beside, space</i> 	Manuscript: S, U	Words in Sentences
Phrasing	Long e Patterns <ul style="list-style-type: none"> • Basic Words: <i>be, eat, feet, keep, mean, read, see, she, team, tree</i> • Review Words: <i>flute, game, tube, woke</i> • Challenge Words: <i>bridge, peanut</i> 	Manuscript: B, E	Directionality
Accuracy and Self-Correction	Long a Vowel Teams <ul style="list-style-type: none"> • Basic Words: <i>day, grain, mail, may, pain, play, rain, sail, stay, way</i> • Review Words: <i>mean, read, see, tree</i> • Challenge Words: <i>afraid, today</i> 	Manuscript: Xx, Yy, Zz	End Punctuation
Reading Rate	Long o <ul style="list-style-type: none"> • Basic Words: <i>blow, boat, coat, grow, low, road, row, show, snow, toad</i> • Review Words: <i>grain, mail, play, stay</i> • Challenge Words: <i>shadow, yellow</i> 	Manuscript: V, W	Capitalization
Expression	Long i Patterns <ul style="list-style-type: none"> • Basic Words: <i>by, dry, fly, light, my, night, pie, sky, tie, try</i> • Review Words: <i>blow, grow, show, snow</i> • Challenge Words: <i>myself, type</i> 	Manuscript: G, K	Letters, Words, and Sentences
Phrasing	r-Controlled Vowel ar <ul style="list-style-type: none"> • Basic Words: <i>arm, art, bar, bark, barn, card, farm, jar, yard, yarn</i> • Review Words: <i>dry, night, pie, try</i> • Challenge Words: <i>started, yawn</i> 	Manuscript: J, R	Directionality

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MODULE 9	WEEK 1	<ul style="list-style-type: none"> r-Controlled Vowels <i>or, ore</i> Two-Syllable Words: r-Controlled Vowels <i>ar, or</i> 	<ul style="list-style-type: none"> Segment, Count Syllables Segment, Count Phonemes Blending, Segmenting, Adding Syllables; Changing, Segmenting, Blending, Isolating, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>almost, also, between, ever, food, really, sing, three</i> Decodable: <i>for, light, more, or, start, why</i>
	WEEK 2	<ul style="list-style-type: none"> r-Controlled Vowels <i>er, ir, ur</i> Two-Syllable Words: r-Controlled Vowels, VCCV Pattern 	<ul style="list-style-type: none"> Blend Phonemes Segment, Count Phonemes Blending, Deleting, Segmenting, Adding Syllables; Changing, Segmenting, Isolating, Blending, Adding Phonemes* 	<ul style="list-style-type: none"> <i>boy, door, father, maybe, nearest, says, shouted, until</i> Decodable: <i>first, hand, her, hurt, next, went</i>
	WEEK 3	<ul style="list-style-type: none"> Final Blends <i>ng, nk</i>; Inflection <i>-ing</i> Review Inflections <i>-s, -es</i> 	<ul style="list-style-type: none"> Blend Syllables Add Syllables Segment, Count Syllables Delete Syllables Segmenting, Blending, Adding Syllables; Changing, Adding, Blending, Segmenting, Isolating, Deleting Phonemes* 	<ul style="list-style-type: none"> <i>above, blue, knew, number, push, sure, took, watch</i> Decodable: <i>bring, drink, going, long, thank, thing</i>
MODULE 10	WEEK 1	<ul style="list-style-type: none"> Contractions with <i>'ve, 're</i> Suffixes <i>-er, -est</i> 	<ul style="list-style-type: none"> Segment, Count Syllables Blend Syllables Blending, Segmenting, Adding, Deleting Syllables; Segmenting, Blending, Adding, Changing, Isolating Phonemes* 	<ul style="list-style-type: none"> <i>begin, brother, front, picture, room, someone, sometimes, young</i> Decodable: <i>eat, let's, same, sleep, take, think</i>
	WEEK 2	<ul style="list-style-type: none"> Vowel Pattern <i>oo (/ōō/)</i> Consonant + <i>le</i> 	<ul style="list-style-type: none"> Blend Phonemes Segment Phonemes Segmenting, Adding, Blending, Deleting Syllables; Changing, Segmenting, Adding, Isolating, Deleting, Blending Phonemes* 	<ul style="list-style-type: none"> <i>been, heard, hurry, learn, loved, often, study, world</i> Decodable: <i>good, keep, look, my, night, took</i>
	WEEK 3	<ul style="list-style-type: none"> Vowel Patterns: <i>/ōō/ (oo, ou, ew)</i> Vowel Patterns: <i>/ūū/ (ue, u)</i> 	<ul style="list-style-type: none"> Blend Phonemes Segment Phonemes Blending, Segmenting, Adding Syllables; Segmenting, Deleting, Changing, Adding, Isolating, Blending Phonemes* 	<ul style="list-style-type: none"> <i>bear, color, happy, money, music, second, sound, without</i> Decodable: <i>blue, new, soon, too, try, you</i>

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

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Intonation	r-Controlled Vowels or, ore <ul style="list-style-type: none"> Basic Words: <i>born, corn, door, fork, horn, more, score, shore, short, story</i> Review Words: <i>art, barn, jar, yarn</i> Challenge Words: <i>force, report</i> 	Sentence Writing: Word Spacing	Words in Sentences
Accuracy and Self-Correction	r-Controlled Vowels er, ir, ur <ul style="list-style-type: none"> Basic Words: <i>bird, fern, fur, girl, her, hurt, sir, stir, third, turn</i> Review Words: <i>fork, horn, score, story</i> Challenge Words: <i>about, town</i> 	Legibility	End Punctuation
Reading Rate	Final Blends; Inflections -s, -es <ul style="list-style-type: none"> Basic Words: <i>catch, catches, cent, cents, long, pitch, pitches, thank, thing, think</i> Review Words: <i>her, stir, third, turn</i> Challenge Words: <i>boxes, leaves</i> 	Pencil Grip and Legibility	Letters, Words, and Sentences
Intonation	Contractions with 'm, 's, n't, 'll <ul style="list-style-type: none"> Basic Words: <i>can't, didn't, I'll, I'm, isn't, it's, that's, wasn't, we'll, you'll</i> Review Words: <i>catches, cents, long, thank</i> Challenge Words: <i>house, ouch</i> 	Lowercase Letters with Ascenders	Directionality
Phrasing	Words with oo (/ōō/) <ul style="list-style-type: none"> Basic Words: <i>book, boyhood, brook, foot, good, hook, shook, took, wood, wool</i> Review Words: <i>isn't, that's, we'll, you'll</i> Challenge Words: <i>football, lookout</i> 	Relative Sizes: Uppercase and Lowercase	Commas
Expression	Vowel Patterns: /ōō/ <ul style="list-style-type: none"> Basic Words: <i>blew, boot, moon, new, noon, soon, soup, too, you, zoo</i> Review Words: <i>book, boyhood, brook, foot</i> Challenge Words: <i>balloon, shampoo</i> 	Alignment: Midpoints of Letters	End Punctuation

GRADE 1 • Foundational Skills

		PHONICS	PHONOLOGICAL AWARENESS	HIGH-FREQUENCY WORDS
MODULE 11	WEEK 1	<ul style="list-style-type: none"> Diphthongs <i>ow, ou</i> Diphthongs <i>oy, oi</i> 	<ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Add, Change Segment Phonemes Segmenting, Blending, Adding Syllables; Isolating, Segmenting, Deleting, Changing, Blending Phonemes* 	<ul style="list-style-type: none"> Review: <i>answer, point, right, voice, walk, watch, where, write</i> Decodable: <i>boy, down, found, how, now, out</i>
	WEEK 2	<ul style="list-style-type: none"> Vowel Patterns: /ô/ Inflections: Spelling Changes 	<ul style="list-style-type: none"> Manipulate Phonemes: Add Manipulate Phonemes: Change Segment Phonemes Segmenting, Blending Syllables; Blending, Segmenting, Deleting, Isolating, Changing, Adding Phonemes* 	<ul style="list-style-type: none"> Review: <i>done, there, think, warm, went, without, woman, worked</i> Decodable: <i>brown, draw, saw, walk</i>
	WEEK 3	<ul style="list-style-type: none"> Inflections: Spelling Changes Long <i>e (ie, y, ey)</i> 	<ul style="list-style-type: none"> Manipulate Phonemes: Change Segment Phonemes Segmenting, Blending, Deleting, Adding Syllables; Segmenting, Isolating, Blending, Deleting Phonemes* 	<ul style="list-style-type: none"> Review: <i>eight, enough, goes, move, thank, their, things, through</i> Decodable: <i>funny</i>
MODULE 12	WEEK 1	<ul style="list-style-type: none"> Suffixes <i>-ful, -less, -ly, -y</i> Prefixes <i>un-, re-</i> 	<ul style="list-style-type: none"> Blend Syllables Segment Syllables Segmenting, Adding, Blending, Deleting Syllables; Blending, Isolating, Segmenting, Changing, Adding Phonemes* 	<ul style="list-style-type: none"> Review: <i>above, again, around, does, gives, live, says, what</i>
	WEEK 2	<ul style="list-style-type: none"> Two-Syllable Words: CV, CVC; Syllable Division 	<ul style="list-style-type: none"> Blend Syllables Segment Syllables Add, Delete Syllables Segmenting, Adding, Blending Syllables; Segmenting, Changing, Blending, Deleting, Isolating, Adding Phonemes* 	<ul style="list-style-type: none"> Review: <i>once, people, these, they, wash, water, who, world</i> Decodable: <i>open</i>
	WEEK 3	<ul style="list-style-type: none"> Suffixes <i>-er, -est</i>: Spelling Changes Inflections: Spelling Changes 	<ul style="list-style-type: none"> Blend Syllables Segment Syllables Segmenting, Adding, Deleting, Blending Syllables; Blending, Changing, Segmenting, Deleting, Isolating Phonemes* 	<ul style="list-style-type: none"> Review: <i>animal, could, different, pull, should, talk, won't, would</i>

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

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Accuracy and Self-Correction	Diphthongs ow, ou <ul style="list-style-type: none"> • Basic Words: <i>cow, found, gown, house, how, now, ouch, out, owl, town</i> • Review Words: <i>blew, boot, new, too</i> • Challenge Words: <i>enjoy, voice</i> 	Left-to-Right Directionality	Dialogue
Reading Rate	Compound Words <ul style="list-style-type: none"> • Basic Words: <i>backpack, bathtub, bedtime, flagpole, himself, inside, raincoat, sailboat, seesaw, sunset</i> • Review Words: <i>found, gown, how, ouch</i> • Challenge Words: <i>auto, draw</i> 	Letter Spacing	Capitalization
Intonation	Inflections -ed, -ing <ul style="list-style-type: none"> • Basic Words: <i>flying, jumped, keeping, mailed, needed, seeing, showed, stayed, staying, wishing</i> • Review Words: <i>bathtub, bedtime, himself, sailboat</i> • Challenge Words: <i>chief, thief</i> 	Proportion: Ascenders, Descenders, Letter Parts	Directionality
Phrasing	Suffixes -ful, -ly, -y <ul style="list-style-type: none"> • Basic Words: <i>dust, dusty, help, helpful, hope, hopeful, trick, tricky, warm, warmly</i> • Review Words: <i>jumped, mailed, staying, wishing</i> • Challenge Words: <i>quickly, wonderful</i> 	Proportion: Ascenders, Descenders, Letter Parts	Commas
Expression	Prefixes re-, un- <ul style="list-style-type: none"> • Basic Words: <i>recount, redo, replay, reshape, retry, unhappy, unhelpful, unkind, unpack, untie</i> • Review Words: <i>dusty, helpful, tricky, warmly</i> • Challenge Words: <i>rewrite, unused</i> 	Sentence Writing: Word Spacing	Words in Sentences
Accuracy and Self-Correction	Suffixes -er, -est <ul style="list-style-type: none"> • Basic Words: <i>fast, faster, fastest, hard, harder, hardest, sadder, saddest, slower, slowest</i> • Review Words: <i>redo, replay, unhappy, unkind</i> • Challenge Words: <i>greatest, tinier</i> 	Correct Posture and Legibility	Letters, Words, and Sentences