## Grade 1

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<tr>
<th>Unit/Week</th>
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<td><strong>Unit 1</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
<td>Review: Onset and Rime, Syllable Segmentation and Rhyme</td>
<td>Review: Phoneme Identity, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</td>
<td>Letter Sound Correspondence: M/m, R/r, L/l, A/a, P/p, H/h, T/t, L/l, K/k, F/f, S/s, D/d, N/n, S/s, Z/z, &amp;/g, I/i, E/e, D/d, T/t, R/r, S/s, K/k, Y/y, X/x, Z/z</td>
<td>Review: I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, here, play, the, we, are, me, she, with, for, and, have, see, said, was</td>
<td>Decodable Reader: “We Can!” Practice: “I Can!”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>create, group, interest, talent</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Skill: Identify and Generate Rhyme</td>
<td>Skills: Phoneme Isolation, Phoneme Segmentation</td>
<td>Skill: Short o</td>
<td>does, not, school, what</td>
<td>Teaching Chart (High Frequency Word Story): “At School” Decodable Reader: “Jan Can Pack” Practice: “Does Sam Tap?”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>build, destroy, routine, supplies</td>
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<td><strong>Week 3</strong></td>
<td>Skill: Recognize and Generate Initial Sound Alliteration</td>
<td>Skills: Phoneme Categorization, Phoneme Blending</td>
<td>Skill: Short /i</td>
<td>down, out, up, very</td>
<td>Teaching Chart (High Frequency Word Story): “What Is It?” Decodable Reader: “Sit Down Kids” Practice: “Hit It Out”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>attention, competition, glide, swoop</td>
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<td><strong>Week 4</strong></td>
<td>Skill: Contrast Syllable Segmentation</td>
<td>Skills: Contrast Vowel Sounds, Phoneme Substitution</td>
<td>Skill: t-blends</td>
<td>be, come, good, pull</td>
<td>Teaching Chart (High Frequency Word Story): “Pull!” Decodable Reader: “A Big Plan” Practice: “Six Glad Pigs”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>balance, scraps, teamwork, thrilled</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Skill: Identify and Generate Rhyme</td>
<td>Skills: Phoneme Categorization, Phoneme Deletion</td>
<td>Skill: Short o</td>
<td>fun, make, they, too</td>
<td>Teaching Chart (High Frequency Word Story): “Lots to Mop” Decodable Reader: “Is Rock Fun” Practice: “Fox Fun”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>clever, noisy, peaceful, polish</td>
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<td><strong>Week 1</strong></td>
<td>Skill: Syllable Segmentation</td>
<td>Skills: Phoneme Categorization Phoneme Segmentation</td>
<td>Skill: r-blends; s-blends</td>
<td>jump, move, run, two</td>
<td>Teaching Chart (High Frequency Word Story): <em>Move to the Spot</em> Decodable Reader: <em>Brad's Dog</em> Practice: <em>Crab On the Move</em></td>
<td>Increase Reading Speed Read With Expression</td>
<td>Increase Reading Speed</td>
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<td><strong>Week 2</strong></td>
<td>Skill: Onset and Rime Blending</td>
<td>Skills: Phoneme Isolation Phoneme Blending</td>
<td>Skill: Short e</td>
<td>again, help, new, there, use</td>
<td>Teaching Chart (High Frequency Word Story): <em>Use the New Clock</em> Decodable Reader: <em>What Can I Get?</em> Practice: <em>Rex Gets Help</em></td>
<td>Increase Reading Speed Read With Expression</td>
<td>Increase Reading Speed</td>
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<td><strong>Week 3</strong></td>
<td>Skill: Identify and Generate Rhyme</td>
<td>Skills: Phoneme Segmentation Phoneme Identity Phoneme Blending</td>
<td>Skill: Short u</td>
<td>could, live, one, then, three</td>
<td>Teaching Chart (High Frequency Word Story): <em>The Three Ducks</em> Decodable Reader: <em>Big Bud</em> Practice: <em>Duck</em></td>
<td>Increase Reading Speed Read With Expression</td>
<td>Increase Reading Speed</td>
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<td><strong>Week 4</strong></td>
<td>Skill: Recognize and Generate Initial Sound Alliteration</td>
<td>Skills: Phoneme Categorization Phoneme Substitution</td>
<td>Skill: End blends</td>
<td>eat, no, of, under, who</td>
<td>Teaching Chart (High Frequency Word Story): <em>The Skunk</em> Decodable Reader: <em>Clint Helps the Bank</em> Practice: <em>Den of Sand</em></td>
<td>Increase Reading Speed Read With Expression</td>
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<td><strong>Week 5</strong></td>
<td>Skill: Identify and Generate Rhyme</td>
<td>Skills: Phoneme Isolation Phoneme Blending</td>
<td>Skill: Digraphs th, sh, -ng</td>
<td>all, call, day, her, want</td>
<td>Teaching Chart (High Frequency Word Story): <em>A Day for a Snack</em> Decodable Reader: <em>Trish Wants a Ship</em> Practice: <em>A Ship for All</em></td>
<td>Increase Reading Speed Read With Expression</td>
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<td><strong>Week 1</strong></td>
<td><strong>Skill:</strong> Onset and Rime Blending</td>
<td><strong>Skills:</strong> Phoneme Segmentation, Phoneme Addition</td>
<td><strong>Skill:</strong> Digraphs ch, -sh, wh, ph</td>
<td>around, by, many, place, walk</td>
<td>Teaching Chart (High Frequency Word Story): “Rabbits and Chicks” Decodable Reader: “Around Dad’s Ranch” Practice: “Checks All Around”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>activity, haul, stroll, vehicle</td>
</tr>
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<td><strong>Week 2</strong></td>
<td><strong>Skill:</strong> Identify and Generate Rhyme</td>
<td><strong>Skills:</strong> Phoneme Identity, Phoneme Substitution</td>
<td><strong>Skill:</strong> Long a: a_e</td>
<td>away, now, some, today, way, why</td>
<td>Teaching Chart (High Frequency Word Story): “The Whale” Decodable Reader: “Safe Snakes” Practice: “Have Some Grapes”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>danger, devour, explore, gigantic</td>
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<td><strong>Week 3</strong></td>
<td><strong>Skill:</strong> Recognize and Generate Initial Sound Alliteration</td>
<td><strong>Skills:</strong> Phoneme Segmentation, Phoneme Deletion</td>
<td><strong>Skill:</strong> Long i: i_e</td>
<td>green, grow, pretty, should, together, water</td>
<td>Teaching Chart (High Frequency Word Story): “Fine Green Plants” Decodable Reader: “Time to Pick Up Together” Practice: “Let’s Dine Together”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>harvest, healthy, rubbish, scattered</td>
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<td><strong>Week 4</strong></td>
<td><strong>Skill:</strong> Identify and Generate Rhyme</td>
<td><strong>Skills:</strong> Phoneme Blending, Phoneme Segmentation</td>
<td><strong>Skill:</strong> Soft c, Soft g, and dge</td>
<td>any, from, happy, once, so, upon</td>
<td>Teaching Chart (High Frequency Word Story): “Madge’s New Pals” Decodable Reader: “A Spice Cake from Vance” Practice: “Happy Grace Wins the Race”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>lonely, pleasant, treat, reward</td>
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<td><strong>Week 5</strong></td>
<td><strong>Skill:</strong> Onset and Rime Blending</td>
<td><strong>Skills:</strong> Phoneme Isolation, Phoneme Segmentation</td>
<td><strong>Skill:</strong> Long a, u, e</td>
<td>ago, boy, girl, how, old, people</td>
<td>Teaching Chart (High Frequency Word Story): “Swim Fun” Decodable Reader: “Steve’s Huge Step” Practice: “Cub and Mole’s Hole”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>instrument, perform, practice, safety</td>
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</table>
# Unit 4

## Week 1
**Skill:** Onset and Rime Blending  
**Skills:** Phoneme Blending and Deletion  
**Skill:** Phonics: /ů/ oo, u  
**Teaching Chart (High Frequency Word Story):** "Time to Work"  
**Decodable Reader:** "A Good Ride in Bug’s Brook"  
**Practice:** "A Good Game"  
**Increase Reading Speed**  
**Read With Expression**  
- reclined, recommend, task, tremble

## Week 2
**Skill:** Identify and Generate Rhyme  
**Skills:** Phoneme Blending and Categorization  
**Skill:** Long a: a, ai, ay  
**Teaching Chart (High Frequency Word Story):** "A Class Pet"  
**Decodable Reader:** "Sailing"  
**Practice:** "Gray the Mule"  
**Increase Reading Speed**  
**Read With Expression**  
- educate, disappointed, donate, weather

## Week 3
**Skill:** Identify and Generate Rhyme  
**Skills:** Phoneme Identity and Segmentation  
**Skill:** Long e: e, ee, ea, ie  
**Teaching Chart (High Frequency Word Story):** "The Painting Sheep"  
**Decodable Reader:** "East Side Beach"  
**Practice:** "Sleep for Kean"  
**Increase Reading Speed**  
**Read With Expression**  
- artistic, coast, distinct, suggestion

## Week 4
**Skill:** Phoneme Blending and Categorization  
**Skills:** Phoneme Blending and Categorization  
**Skill:** Long a: a, oa, ow, oe  
**Teaching Chart (High Frequency Word Story):** "Cooking Food"  
**Decodable Reader:** "We Can Grow Food"  
**Practice:** "Ways to Go"  
**Increase Reading Speed**  
**Read With Expression**  
- blaze, remove, resource, tend

## Week 5
**Skill:** Onset and Rime Blending  
**Skills:** Phoneme Identity and Segmentation  
**Skill:** Long i: i, y, igh, ie  
**Teaching Chart (High Frequency Word Story):** "Kites Flying High"  
**Decodable Reader:** "We Can Grow Food"  
**Practice:** "Pig Flies His Kite"  
**Increase Reading Speed**  
**Read With Expression**  
- bury, habit, soar, tangled
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<td><strong>Week 1</strong></td>
<td>Skill: Syllable Segmentation</td>
<td></td>
<td>Skill: Phoneme Categorization and Deletion</td>
<td>found, hard, near, woman, would, write</td>
<td>Teaching Chart (High Frequency Word Story): “Lost and Found Cat” Decodable Reader: “Dudley the Jockey” Practice: “Monkeys in a Tree”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>concentrate, fantasy, incredible, pleased</td>
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<tr>
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<td>Skill: Long e: y, ey</td>
<td>Skill: /ar/ ar</td>
<td>four, large, none, only, put, round</td>
<td>Teaching Chart (High Frequency Word Story): “At the Pond” Decodable Reader: “Gem Park” Practice: “At the Park”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>hobby, preserve, scenery, wildlife</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Skill: Onset and Rime Blending</td>
<td></td>
<td>Skill: Phoneme Blending and Categorization</td>
<td>another, climb, full, great, poor, through</td>
<td>Teaching Chart (High Frequency Word Story): “The Thirsty Chipmunk” Decodable Reader: “Fun at Burns Farm” Practice: “A World of Birds”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>attempt, environment, essential, variety</td>
</tr>
<tr>
<td></td>
<td>Skill: /är/ er, ir, ur, or</td>
<td>Skill: /ûr/ er, ir, ur, or</td>
<td>began, better, guess, learn, right, sure</td>
<td>Teaching Chart (High Frequency Word Story): “Learn to Cook” Decodable Reader: “Work at a Port” Practice: “Learn a Sport”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>gather, harbor, instructions, transport</td>
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<td><strong>Week 3</strong></td>
<td>Skill: Identify and Generate Rhyme</td>
<td></td>
<td>Skill: Phoneme Deletion and Substitution</td>
<td>color, early, instead, nothing, oh, thought</td>
<td>Teaching Chart (High Frequency Word Story): “Hay for a Cow” Decodable Reader: “Scout the Grouch” Practice: “Jack Helps His Town”</td>
<td>Increase Reading Speed Read With Expression</td>
<td>affection, annoyed, replace, satisfied</td>
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### Week 1
**Skill:** Identify and Generate Rhyme  
**Skills:** Phoneme Blending and Segmentation  
**Skill:** Diphthongs oy, oi  
- above, build, fall,  
- knew, money, toward  
**Teaching Chart (High Frequency Word Story):** "Troy's Monkey"  
**Decodable Reader:** "Gold Coins"  
**Practice:** "Toy Time"  
**Increase Reading Speed Read With Expression:** reason, ruined, spring, treasure

### Week 2
**Skill:** Syllable Deletion  
**Skills:** Phoneme Identity and Segmentation  
**Skill:** Variant Vowel /ü/  
- oo, u, u_e, ew, u, ou  
- answer, brought, busy, door, enough, eyes  
**Teaching Chart (High Frequency Word Story):** "A Snack for June"  
**Decodable Reader:** "A Balloon Ride"  
**Practice:** "Clues from Dad"  
**Increase Reading Speed Read With Expression:** entrance, passenger, tour, unexpected

### Week 3
**Skill:** Syllable Deletion  
**Skills:** Phoneme Categorization and Reversal  
**Skill:** Variant Vowel /ô/  
- a, aw, au, awgh, of  
- brother, father, friend, love, mother, picture  
**Teaching Chart (High Frequency Word Story):** "Our Practice"  
**Decodable Reader:** "A Bird on the Lawn"  
**Practice:** "Paws and Claws"  
**Increase Reading Speed Read With Expression:** image, fortunate, relatives, willpower

### Week 4
**Skill:** Syllable Addition  
**Skills:** Phoneme Categorization and Segmentation  
**Skill:** Silent Letters  
- wr, kn, gn  
- been, children, month, question, their, year  
**Teaching Chart (High Frequency Word Story):** "Learning in Class"  
**Decodable Reader:** "The Wrong Job"  
**Practice:** "Know How to Slide"  
**Increase Reading Speed Read With Expression:** capable, confused, frustrated, knowledge

### Week 5
**Skill:** Syllable Addition  
**Skills:** Phoneme Addition and Reversal  
**Skill:** Three-Letter Blends  
- before, front, heard, push, tomorrow, your  
**Teaching Chart (High Frequency Word Story):** "No Work Today"  
**Decodable Reader:** "Scrubbing Cars Clean"  
**Practice:** "In the Spring"  
**Increase Reading Speed Read With Expression:** drenched, eager, forecast, postpone