

GRADE K • Structured Literacy Foundational Skills

		PHONICS FOCUS	PHONOLOGICAL AWARENESS	IRREGULAR WORDS	
MODULE 1	WEEK 1	<ul style="list-style-type: none"><li>Getting Started with Lines</li><li>Uppercase Letters <i>L, H, I, T, F, E, A, N, M, V, K, W</i></li><li>Letter Formation, Identification, and Discrimination</li></ul>	<ul style="list-style-type: none"><li>Alliteration</li><li>Rhyme</li><li>Matching Initial Sounds</li><li>Counting Syllables</li></ul>	n/a	
	WEEK 2	<ul style="list-style-type: none"><li>Getting Started with Circles and Curves</li><li>Uppercase Letters <i>X, Y, Z, O, Q, C, G, D, P, B, R, U, J, S</i></li><li>Letter Formation, Identification, and Discrimination</li></ul>	<ul style="list-style-type: none"><li>Alliteration</li><li>Rhyme</li><li>Matching Initial Sounds</li><li>Counting Syllables</li></ul>	n/a	
	WEEK 3	<ul style="list-style-type: none"><li>Consonant <i>m</i></li><li>Consonant <i>t</i></li><li>Letter Discrimination</li></ul>	<ul style="list-style-type: none"><li>Rhyme</li><li>Counting Syllables</li><li>Alliteration</li><li>Blending Onset and Rime</li><li>Isolating, Blending, Segmenting Phonemes</li></ul>	n/a	
	WEEK 4	Short <i>a</i>	<ul style="list-style-type: none"><li>Rhyme</li><li>Blending Onset and Rime</li><li>Counting Syllables</li><li>Isolating, Blending, Segmenting Phonemes</li></ul>	<i>a, the</i>	
MODULE 2	WEEK 1	<ul style="list-style-type: none"><li>Consonant <i>s /s/</i></li><li>Consonant <i>b</i></li></ul>	<ul style="list-style-type: none"><li>Rhyme</li><li>Counting Syllables</li><li>Alliteration</li><li>Blending Words</li><li>Isolating, Blending, Segmenting Phonemes</li></ul>	<i>as</i>	
	WEEK 2	<ul style="list-style-type: none"><li>Consonant <i>n</i></li><li>Consonant <i>d</i></li></ul>	<ul style="list-style-type: none"><li>Rhyme</li><li>Blending Onset and Rime</li><li>Counting Syllables</li><li>Deleting Words</li><li>Isolating, Blending, Segmenting Phonemes</li></ul>	<i>to, do</i>	
	WEEK 3	Short <i>i</i>	<ul style="list-style-type: none"><li>Rhyme</li><li>Blending Words</li><li>Deleting Words</li><li>Blending Onset and Rime</li><li>Isolating, Blending, Segmenting Phonemes</li></ul>	<i>i, is</i>	
	WEEK 4	<ul style="list-style-type: none"><li>Consonant <i>p</i></li><li>Consonant <i>c /k/</i></li></ul>	<ul style="list-style-type: none"><li>Rhyme</li><li>Blending Words</li><li>Deleting Words</li><li>Blending Onset and Rime</li><li>Isolating, Blending, Segmenting Phonemes</li></ul>	<i>was, you</i>	

	FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
	n/a	n/a	<ul style="list-style-type: none"> <li>Vertical, Horizontal, and Slanted Lines</li> <li>Manuscript: <i>L, H, I</i></li> <li>Manuscript: <i>T, F, E</i></li> <li>Manuscript: <i>A, N, M</i></li> <li>Manuscript: <i>V, K, W</i></li> </ul>	n/a
	n/a	n/a	<ul style="list-style-type: none"> <li>Manuscript: <i>X, Y, Z</i></li> <li>Circles and Curves</li> <li>Manuscript: <i>O, Q, C, G</i></li> <li>Manuscript: <i>D, P, B, R</i></li> <li>Manuscript: <i>U, J, S</i></li> </ul>	n/a
	n/a	n/a	Manuscript: <i>m, M, t, T</i>	Book Orientation: Turning Pages
	n/a	Words with Short <i>a</i>	Manuscript: <i>a, A, m, M, t, T</i>	Book Parts: Covers, Title, Author/Illustrator
	n/a	<ul style="list-style-type: none"> <li>Words with <i>s</i></li> <li>Words with <i>b</i></li> </ul>	Manuscript: <i>s, S, b, B</i>	Directionality: Left to Right, Top to Bottom
	Accuracy and Self-Correction	<ul style="list-style-type: none"> <li>Words with <i>n</i></li> <li>Words with <i>d</i></li> </ul>	Manuscript: <i>n, N, d, D</i>	Concept of a Word
	Accuracy and Self-Correction	Words with Short <i>i</i>	Manuscript: <i>i, l, b, B, d, D, n, N, s, S</i>	Concept of a Sentence
	Accuracy and Self-Correction	<ul style="list-style-type: none"> <li>Words with <i>p</i></li> <li>Words with <i>c</i></li> </ul>	Manuscript: <i>p, P, c, C</i>	One-to-One Correspondence

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		PHONICS FOCUS	PHONOLOGICAL AWARENESS	IRREGULAR WORDS	
MODULE 3	WEEK 1	<ul style="list-style-type: none"> <li>Consonant <i>r</i></li> <li>Consonant <i>f</i></li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending, Counting Syllables</li> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>of, for</i>	
	WEEK 2	Short <i>o</i>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Deleting, Segmenting Syllables</li> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>from, your</i>	
	WEEK 3	<ul style="list-style-type: none"> <li>Consonant <i>g</i></li> <li>Consonant <i>h</i></li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending, Deleting Syllables</li> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>said</i>	
	WEEK 4	<ul style="list-style-type: none"> <li>Consonant <i>j</i></li> <li>Consonant <i>l</i></li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Deleting, Counting Syllables</li> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>all</i>	
MODULE 4	WEEK 1	Short <i>u</i>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Deleting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>put</i>	
	WEEK 2	<ul style="list-style-type: none"> <li>Consonant <i>k</i></li> <li>Consonant <i>-s /s/</i></li> <li>Consonant <i>-s /z/</i></li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Counting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>are, does</i>	
	WEEK 3	<ul style="list-style-type: none"> <li>Consonant <i>y</i></li> <li>Consonant <i>x</i></li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Deleting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	Review	
	WEEK 4	Short <i>e</i>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Segmenting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>see</i>	

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Accuracy and Self-Correction	<ul style="list-style-type: none"> <li>Words with <i>r</i></li> <li>Words with <i>f</i></li> </ul>	Manuscript: <i>r, R, f, F</i>	Concept of a Word
Reading Rate and Automaticity	Words with Short <i>o</i>	Manuscript: <i>o, O, p, P, c, C, r, R, f, F</i>	One-to-One Correspondence
Expression	<ul style="list-style-type: none"> <li>Words with <i>g</i></li> <li>Words with <i>h</i></li> </ul>	Manuscript: <i>g, G, h, H</i>	Concept of a Sentence
Phrasing and Intonation	<ul style="list-style-type: none"> <li>Words with <i>j</i></li> <li>Words with <i>l</i></li> </ul>	Manuscript: <i>j, J, l, L</i>	One-to-One Correspondence
Accuracy and Self-Correction	Words with Short <i>u</i>	Manuscript: <i>u, U, g, G, h, H, j, J, l, L</i>	Directionality: Left to Right, Top to Bottom
Reading Rate and Automaticity	<ul style="list-style-type: none"> <li>Words with <i>k</i></li> <li>Words with <i>s</i></li> </ul>	Manuscript: <i>k, K, s, S</i>	Unusual Directionality
Expression	<ul style="list-style-type: none"> <li>Words with <i>y</i></li> <li>Words with <i>x</i></li> </ul>	Manuscript: <i>y, Y, x, X</i>	One-to-One Correspondence
Phrasing and Intonation	Words with Short <i>e</i>	Manuscript: <i>e, E, k, K, s, S, y, Y, x, X</i>	One-to-One Correspondence

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MODULE 5	WEEK 1	<ul style="list-style-type: none"> <li>Consonant q(u)</li> <li>Consonant w</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Segmenting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	Review	
	WEEK 2	<ul style="list-style-type: none"> <li>Consonant v</li> <li>Consonant z</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Segmenting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>have, love</i>	
	WEEK 3	Review All Short Vowels (CVC)	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Segmenting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	Review	
	WEEK 4	<ul style="list-style-type: none"> <li>Long a</li> <li>Long i</li> <li>Syllables: Open and Closed (CV and CVC)</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Blending Onset and Rime</li> <li>Segmenting Syllables</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	<i>by, my</i>	
MODULE 6	WEEK 1	<ul style="list-style-type: none"> <li>Long e</li> <li>Long o</li> </ul>	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	<i>who, two</i>	
	WEEK 2	<ul style="list-style-type: none"> <li>Long u</li> <li>Syllables: Open and Closed (CV and CVC)</li> <li>Vowels a and o</li> <li>Vowels i and e</li> </ul>	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	Review	
	WEEK 3	Digraph sh	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	Review	
	WEEK 4	<ul style="list-style-type: none"> <li>Digraph th /TH/</li> <li>Digraph th /th/</li> </ul>	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	<i>they</i>	

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Phrasing and Intonation	<ul style="list-style-type: none"> <li>Words with <i>qu</i></li> <li>Words with <i>w</i></li> </ul>	Manuscript: <i>q, Q, w, W</i>	<ul style="list-style-type: none"> <li>Directionality: Return Sweep</li> <li>One-to-One Correspondence</li> </ul>
Accuracy and Self-Correction	<ul style="list-style-type: none"> <li>Words with <i>v</i></li> <li>Words with <i>z</i></li> </ul>	Manuscript: <i>v, V, z, Z</i>	Reading a Play
Reading Rate and Automaticity	Words with Short Vowels	Manuscript: Review	<ul style="list-style-type: none"> <li>Directionality: Return Sweep</li> <li>One-to-One Correspondence</li> </ul>
Expression	<ul style="list-style-type: none"> <li>Words with Long <i>a</i></li> <li>Words with Long <i>i</i></li> </ul>	Manuscript: <i>L, l, T, t, I, i</i>	<ul style="list-style-type: none"> <li>Unusual Directionality</li> <li>Reading Sentences Across Multiple Pages</li> </ul>
Expression	<ul style="list-style-type: none"> <li>Words with Long <i>e</i></li> <li>Words with Long <i>o</i></li> </ul>	Manuscript: <i>J, j, U, u, Y, y</i>	Concept of a Word
Phrasing and Intonation	<ul style="list-style-type: none"> <li>Words with Long <i>u</i></li> <li>Words with <i>a</i> and <i>o</i></li> <li>Words with <i>i</i> and <i>e</i></li> </ul>	Manuscript: <i>R, r, N, n, M, m</i>	Concept of a Word
Accuracy and Self-Correction	Words with Digraph <i>sh</i>	Manuscript: <i>H, h, B, b, P, p</i>	Concept of a Sentence
Reading Rate and Automaticity	Words with Digraph <i>th</i>	Manuscript: <i>C, c, O, o, A, a</i>	Concept of a Sentence

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MODULE 7	WEEK 1	Digraph <i>ch</i>	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	Review	
	WEEK 2	Digraph <i>ck</i>	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	Review	
	WEEK 3	<ul style="list-style-type: none"> <li>Digraph <i>wh</i></li> <li>Digraph <i>ng</i></li> </ul>	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	<i>what</i>	
	WEEK 4	Digraph Review	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting, Substituting Phonemes</li> </ul>	Review	
MODULE 8	WEEK 1	<ul style="list-style-type: none"> <li>Initial s-blends</li> <li>Initial l-blends</li> </ul>	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	Review	
	WEEK 2	Initial <i>r</i> -blends	<ul style="list-style-type: none"> <li>Blending Onset and Rime</li> <li>Isolating, Blending, Segmenting Phonemes</li> </ul>	Review	
	WEEK 3	<ul style="list-style-type: none"> <li>Final Blend <i>-mp</i></li> <li>Final Blends <i>-nt, -nd</i></li> <li>Final Blends <i>-st, -ft</i></li> <li>Final Blends <i>-lp, -nk</i></li> </ul>	<ul style="list-style-type: none"> <li>Blending Phonemes</li> <li>Segmenting Phonemes</li> </ul>	<i>want</i>	
	WEEK 4	VCe Long <i>a</i>	<ul style="list-style-type: none"> <li>Blending Phonemes</li> <li>Segmenting Phonemes</li> </ul>	Review	

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Phrasing and Intonation	Words with Digraph <i>ch</i>	Manuscript: <i>D, d, G, g, Q, q</i>	End Punctuation
Expression	Words with Digraph <i>ck</i>	Manuscript: <i>S, s, F, f, E, e</i>	End Punctuation
Reading Rate and Automaticity	<ul style="list-style-type: none"> <li>Words with Digraph <i>wh</i></li> <li>Words with Digraph <i>ng</i></li> </ul>	Manuscript: <i>V, v, W, w</i>	End Punctuation
Accuracy and Self-Correction	Words with Digraphs	Manuscript: <i>Z, z, X, x, K, k</i>	End Punctuation
Phrasing and Intonation	<ul style="list-style-type: none"> <li>Words with Initial <i>s</i>-blends</li> <li>Words with Initial <i>l</i>-blends</li> </ul>	Manuscript: <i>l, t, i</i>	<ul style="list-style-type: none"> <li>One-to-One Correspondence</li> <li>Labels and Captions</li> </ul>
Expression	Words with Initial <i>r</i> -blends	Manuscript: <i>j, u, y</i>	<ul style="list-style-type: none"> <li>One-to-One Correspondence</li> <li>Labels and Captions</li> </ul>
Reading Rate and Automaticity	<ul style="list-style-type: none"> <li>Words with <i>-mp</i></li> <li>Words with <i>-nt, -nd</i></li> <li>Words with <i>-st, -ft</i></li> <li>Words with <i>-lp, -nk</i></li> </ul>	Manuscript: <i>r, n, m</i>	<ul style="list-style-type: none"> <li>One-to-One Correspondence</li> <li>Labels and Captions</li> </ul>
Accuracy and Self-Correction	Words with VCe Long <i>a</i>	Manuscript: <i>h, b, p</i>	Labels and Captions



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MODULE 9	WEEK 1	VCe Long <i>i</i>	<ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul>	<i>give, live</i>
	WEEK 2	VCe Long <i>o</i>	<ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul>	<i>one, some, come</i>
	WEEK 3	<ul style="list-style-type: none"><li>• VCe Long <i>u</i> /yū/,/ū/</li><li>• VCe Long <i>e</i></li></ul>	<ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul>	<i>there, where</i>
	WEEK 4	VCe Pattern Review	<ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul>	<i>were</i>

FLUENCY	SPELLING	HANDWRITING	CONCEPTS OF PRINT
Phrasing and Intonation	Words with VCe Long <i>i</i>	Manuscript: <i>c, o, a</i>	Review
Accuracy and Self-Correction	Words with VCe Long <i>o</i>	Manuscript: <i>d, g, q</i>	Review
Reading Rate and Automaticity	<ul style="list-style-type: none"><li>Words with VCe Long <i>u</i> (/yū/,/ū/)</li><li>Words with Long <i>e</i></li></ul>	Manuscript: <i>s, f, e</i>	Review
Expression	Words with VCe Long Vowels	Manuscript: <i>v, w, x, z, k</i>	Review