

| September |  |  |
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|           | Lesson 1 (for spelling word generation)  | Lesson 2   |
| Week 1    | <p>LS 1</p> <p>Recognizing Beginning Consonant Clusters with r</p>   | <p>HF 1</p> <p>Learning High Frequency Words said, just, from, went, this, away, came, make</p> <p>Foundational Skills Standard 3f: Recognize and read grade-appropriate irregularly spelled words.</p>  |
| Week 2    | <p>LS 2</p> <p>Identifying Words with Short Vowel Sounds</p> <p>Foundational Skills Standard 3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>        | <p>SP 1</p> <p>Learning a Variety of Word Patterns</p> <p>Language Standard 2d: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>  |
| Week 3    | <p>LS 3</p> <p>Identifying Words with Long Vowel Sounds</p> <p>Foundational Skills Standard 3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>         | <p>WS 1</p> <p>Recognizing Compound Words</p> <p>Language Standard 4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>                                   |
| Week 4    | <p>LS 4</p> <p>Identifying Long and Short Vowel Sounds in Words</p> <p>Foundational Skills Standard 3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> | <p>WS 2</p> <p>Making Compound Words</p> <p>Language Standard 4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).<br/>*Printing Power Book p. 57, 58, 59</p> |

| October |  |   |
|---------|--|---|
|         | Lesson 1 (for spelling word generation)  | Lesson 2  |
| Week 1  | <p>LS 5<br/>Recognizing Beginning Consonant Clusters with s</p>  | <p>HF 2<br/>Learning High Frequency Words 2<br/>by, but, get, has, not, here, like, into<br/>Foundational Skills Standard 3f:<br/>Recognize and read grade-appropriate irregularly spelled words.</p> |
| Week 2  | <p>SP 2<br/>Learning Onset and Rimes: -ack, -ick<br/>Language Standard 2d:<br/>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> | <p>WM 1<br/>Recognizing and Using Synonyms</p>  |
| Week 3  | <p>WS 5<br/>Forming the Past Tense by Adding ed 1<br/>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p>   | <p>WS 4<br/>Recognizing Syllables in Words with Double Consonants</p>   |
| Week 4  | <p>WS 6<br/>Forming the Past Tense by Adding ed 2<br/>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p>   | <p>WS 7<br/>Recognizing Syllables in Words<br/>Foundational Skills Standard 3c:<br/>Decode regularly spelled two-syllable words with long vowels.</p>   |

| November/December |   |   |
|-------------------|---|---|
|                   | Lesson 1 (for spelling word generation)   | Lesson 2  |
| Week 1            | <p>SP 3</p> <p>Learning the Silent e Pattern</p> <p>Foundational Skills Standard 3a:<br/>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>                               | <p>SP 4</p> <p>Learning Onsets and Rimes:<br/>-ame, -ate, -ake</p> <p>Foundational Skills Standard 3a:<br/>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> |
| Week 2            | <p>SP 5</p> <p>Learning Onsets and Rimes:<br/>-ice, -ide, -ine</p> <p>Foundational Skills Standard 3a:<br/>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>             | <p>LS 6</p> <p>Recognizing Beginning Consonant Clusters</p>   |
| Week 3            | <p>LS 7</p> <p>Recognizing Words with Vowels and r</p>  | <p>WM 2</p> <p>Recognizing and Using Antonyms</p>   |
| Week 4            | <p>SP 7</p> <p>Learning Onsets and Rimes: -ing, -ink</p> <p>Language Standard 2d:<br/>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> | <p>WS 9</p> <p>Forming Plurals with s and es</p> <p>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p>  |
| Week 5            | <p>LS 11</p> <p>Noticing Double Consonants in the Middle of Words</p> <p>Foundational Skills Standard 3b:<br/>Know spelling-sound correspondences for additional common vowel teams.</p>                        | <p>WM 3</p> <p>Exploring Synonyms and Antonyms</p>  |
| Week 6            | <p>SP 9</p> <p>Learning Patterns with ee</p> <p>Double Vowels</p> <p>Foundational Skills Standard 3b:<br/>Know spelling-sound correspondences for additional common vowel teams.</p>                            | <p>WS 10</p> <p>Understanding Contractions of am, is, and will</p>  |

| January |   |   |
|---------|---|---|
|         | Lesson 1 (for spelling word generation)   | Lesson 2  |
| Week 1  | <p>WS 11 Forming Contractions of not and are</p> <p>Language Standard 2c:<br/>Use an apostrophe to form contractions and frequently occurring possessives.</p>              | <p>HF 5<br/>Learning High Frequency Words 5</p> <p>don't, because, I'm, going, of, could, have, her, very, they</p> <p>Foundational Skills Standard 3f:<br/>Recognize and read grade-appropriate irregularly spelled words.</p> |
| Week 2  | <p>LS 13<br/>Summarizing Consonant Digraphs</p>   | <p>WS 12<br/>Summarizing Contractions: am, is, will, not, are, have, had</p> <p>Language Standard 2c:<br/>Use an apostrophe to form contractions and frequently occurring possessives.</p>                                      |
| Week 3  | <p>SP 10<br/>Learning Patterns with oo Double Vowels</p> <p>Foundational Skills Standard 3b:<br/>Know spelling-sound correspondences for additional common vowel teams.</p> | <p>LS 14<br/>Recognizing Consonants with Two Sounds: c, g, and th</p>   |
| Week 4  | <p>WS 14<br/>Forming Past Tense: Double the Consonant and Add ed</p> <p>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p>            | <p>WS 13<br/>Forming Comparisons with -er, -est</p> <p>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p>   |

| February |  |   |
|----------|--|---|
|          | Lesson 1 (for spelling word generation)  | Lesson 2  |
| Week 1   | <p>WS 15<br/>Adding er and Doubling the Consonant</p> <p>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p>  | <p>WM 4<br/>Exploring Simple Homophones 1</p> <p>WM 5<br/>Exploring Simple Homophones 2</p>   |
| Week 2   | <p>SP 11<br/>Learning Onsets and Rimes: -ail, -ain, -an</p> <p>Language Standard 2d:<br/>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> | <p>WS 16<br/>Adding Suffixes to Words Ending in y</p> <p>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p>                 |
| Week 3   | <p>SP 12<br/>Learning Onsets and Rimes: -ight</p> <p>Language Standard 2d:<br/>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>           | <p>WS 18<br/>Forming New Words: Summary for adding s, ed, and ing</p> <p>Foundational Skills Standard 3d:<br/>Decode words with common prefixes and suffixes.</p> |

Language 1a: Use collective nouns (e.g., *group*).

Language 1d: Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

| March  |  |   |
|--------|--|---|
|        | Lesson 1 (for spelling word generation)  | Lesson 2  |
| Week 1 | <b>WS 19</b><br><b>Forming Plurals with Words Ending in y</b><br><b>Foundational Skills Standard 3d:</b><br>Decode words with common prefixes and suffixes.              | <b>WS 20</b><br><b>Forming Abbreviations</b><br><b>Language Standard MA.1.g:</b><br>Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.) |
| Week 2 | <b>SP 13</b><br><b>Learning About CVVC Patterns</b><br><b>Foundational Skills Standard 3b:</b><br>Know spelling-sound correspondences for additional common vowel teams. | <b>LS 16</b><br><b>Recognizing and Using ai, ay, ee, ea, ow Vowel Combinations</b><br><b>Foundational Skills Standard 3b:</b><br>Know spelling-sound correspondences for additional common vowel teams.   |
| Week 3 | <b>LS 18</b><br><b>Recognizing st Consonant Clusters in Words</b>  | <b>WS 21</b><br><b>Adding er to Words Ending in y</b><br><b>Foundational Skills Standard 3d:</b><br>Decode words with common prefixes and suffixes.   |
| Week 4 | <b>***LS 19</b><br><b>Recognizing mp, nd, nk, nt</b>   | <b>HF 7</b><br><b>Learning High Frequency Words</b><br><b>7</b><br><b>been, look, little, mother, over, play, was, with, your, saw, were</b><br><b>Foundational Skills Standard 3f:</b><br>Recognize and read grade-appropriate irregularly spelled words.                                    |

| April  |   |   |
|--------|---|---|
|        | Lesson 1 (for spelling word generation)   | Lesson 2  |
| Week 1 | LS 21<br>Recognizing ou, ow, and aw<br>Vowel Sounds   | SP 16<br>Recognizing Patterns with<br>Ending Consonant Clusters   |
| Week 2 | LS 20<br>Recognizing Beginning and<br>Ending Consonant Clusters   | WM 7<br>Learning About Words with<br>Multiple Meanings  |
| Week 3 | SP 14<br>Summarizing Phonograms<br>Language Standard 2d:<br>Generalize learned spelling patterns when<br>writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> →<br><i>boil</i> ). | HF 8<br>Learning High Frequency Words<br>8<br>than, that, their, them, then,<br>there, what, when, where, who,<br>why<br>Foundational Skills Standard 3f:<br>Recognize and read grade-appropriate<br>irregularly spelled words. |

| May/June |  |   |
|----------|--|---|
|          | Lesson 1 (for spelling word generation)  | Lesson 2  |
| Week 1   | <p>WS 26</p> <p>Recognizing Closed Syllables</p>   | <p>WS 22</p> <p>Forming Comparatives with -er and -est</p> <p>Foundational Skills Standard 3d: Decode words with common prefixes and suffixes.</p>            |
| Week 2   | <p>WS 27</p> <p>Recognizing Open Syllables</p> <p>Foundation Skills Standard 3c: Decode regularly spelled two-syllable words with long vowels.</p>   | <p>WS 23</p> <p>Forming Plurals for Words Ending in f</p> <p>Foundational Skills Standard 3d: Decode words with common prefixes and suffixes.</p>             |
| Week 3   | <p>LS 23</p> <p>Learning the Sound of a as in cake: ea, ey, eigh, aigh</p> <p>Foundational Skills Standard 3e: Identify words with inconsistent but common spelling-sound correspondences.</p> | <p>WS 28</p> <p>Recognizing Open and Closed Syllables</p> <p>Foundation Skills Standard 3c: Decode regularly spelled two-syllable words with long vowels.</p> |
| Week 4   | <p>SP 17</p> <p>Learning About Vowel Combination Spelling Patterns</p> <p>Foundational Skills Standard 3b: Know spelling-sound correspondences for additional common vowel teams.</p>          | <p>WS 25</p> <p>Making Plural Forms Summary</p> <p>Foundational Skills Standard 3d: Decode words with common prefixes and suffixes.</p>                       |

Language 1b: Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).