

Language Arts 1 Semester A Syllabus

Course Description: The first semester of First Grade Language Arts provides young learners with a strong foundation in phonics, reading fluency, vocabulary development, and foundational grammar skills. Through a structured sequence of modules, students explore consonant sounds, short and long vowels, blends, digraphs, and syllable patterns while applying decoding strategies to read and write words and sentences. Each lesson emphasizes high-frequency words, context-based vocabulary understanding, and comprehension strategies such as identifying characters, setting, and main ideas. Students also engage in sentence construction, story writing, and revising skills to enhance their early literacy development. By the end of the semester, students are creating a solid foundation for reading fluently and writing with clarity, using appropriate grammar and vocabulary.

Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 1: Consonant Review	1.1 Tt, Mm, Ff, Ss	say little ride eat funny	autumn chilly community supplies feast	bat sat flat that ham jam slam can ran than	<ul style="list-style-type: none"> Distinguish the initial phoneme in words with the /t/, /s/, /m/, /f/ sounds. Recognize the graphemes t, s, m, f as representing the /t/, /s/, /m/, /f/ phonemes. Use context clues to define tier II vocabulary words. Identify the parts of a book.
	1.2 Nn, Bb, Cc, Pp				<ul style="list-style-type: none"> Distinguish the initial phoneme in words with the /n/, /b/, /k/, /p/ sounds. Recognize the graphemes n, b, c, p as representing the /n/, /b/, /k/, /p/ phonemes. Identify what is needed at the beginning and end of a sentence.
	1.3 Hh, Rr, Dd, Gg				<ul style="list-style-type: none"> Distinguish the initial phoneme in words with the /h/, /r/, /d/, /g/ sounds. Recognize the graphemes n, b, c, p as representing the /h/, /r/, /d/, /g/ phonemes. Make predictions about a story using supporting evidence from the text and images. Identify the correct directional layout of reading and writing text.
	1.4 Ll, Zz, Ww, Vv				<ul style="list-style-type: none"> Distinguish the initial phoneme in words with the /l/, /z/, /v/, /w/ sounds. Recognize the graphemes l, z, v, and w as representing the /l/, /z/, /v/, /w/ phonemes.

	1.5 Jj, Kk, Qq, Yy, Xx				<ul style="list-style-type: none"> Distinguish the initial and end phoneme in words with the /j/, /k/, /qu/, /y/, and /x/ sounds. Recognize the graphemes Jj, Kk, Qq, Yy, and Xx as representing the /j/, /k/, /qu/, /y/, and /x/ phonemes. Revise sentences to have appropriate spacing between words.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 2: Short a	2.1 Short a	after has over better it	cabin directions forest narrow explore	bat sat flat that ham jam slam can ran than	<ul style="list-style-type: none"> Distinguish the initial phoneme in words with the /a/ sound. Recognize the grapheme <i>a</i> as representing the /a/ phoneme. Use context clues to define tier II vocabulary words. Identify characters and their traits in a text.
	2.2 Short a				<ul style="list-style-type: none"> Construct a word by blending two syllables together. Distinguish the medial /a/ phoneme in CVC words. Identify nouns. Describe the setting of a story.
	2.3 Short a				<ul style="list-style-type: none"> Distinguish the beginning, middle, and end phoneme in CVC words with the medial /a/ sound. Demonstrate decoding skills with CVC words with short a medial sound. Recall the characters, setting, problem, events of a story.

	2.4 Short a				<ul style="list-style-type: none"> • Arrange words by segmenting them into syllables they hear. • Modify words by adding a syllable to make a new word. • Formulate short /a/ CVC words by decoding. • Modify beginning and ending sounds on short /a/ words.
	2.5 Short a				<ul style="list-style-type: none"> • Distinguish the number of syllables in words. • Generate words by blending syllables. • Identify short a rhyming words. • Construct CVC words by decoding and blending phonemes.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 3: Short i	3.1 Short i	any his some bring way	gather bend chat switch proud	pin did lid rip trip rim bat flat ham jam	<ul style="list-style-type: none"> • Distinguish the initial phoneme in words with the /i/ sound. • Identify proper nouns. • Use context clues to define tier II vocabulary words. • Recognize the grapheme li as representing the phoneme /i/.
	3.2 Short i				<ul style="list-style-type: none"> • Construct CVC words with the middle /i/ sound by blending phonemes. • Distinguish the syllables in words. • Identify the setting of a story.
	3.3 Short i				<ul style="list-style-type: none"> • Construct CVC words with the middle /i/ sound by blending phonemes. • Distinguish the syllables in words. • Identify the setting of a story.

	3.4 Short i				<ul style="list-style-type: none"> Identify the number of syllables in a word. Modify words by adding a syllable to make a new word. Recognize graphemes to decode CVC words with the middle /i/ phoneme.
	3.5 Short i				<ul style="list-style-type: none"> Modify words by deleting a syllable to make a new word. Modify words by substituting a syllable to make a new word. Construct new words by manipulating the beginning and end phonemes in CVC words.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 4: Short o	4.1 Short o	ask how stop hurt at	freezing bolt focus steep worried	top mop hot doll log got ham jam pin did	<ul style="list-style-type: none"> Distinguish the initial phoneme in words with the short o vowel sound. Identify the letter Oo and tell the letter sound. Define <i>possessive</i> noun. Identify key details of a text.
	4.2 Short o				<ul style="list-style-type: none"> Identify the syllables in a word. Construct CVC words with the middle /o/ phoneme. Analyze the details of a story to determine if they are important to the story.
	4.3 Short o				<ul style="list-style-type: none"> Identify short /o/ rhyming words. Recognize the phonemes to decode CVC words with the middle /o/ phoneme. Distinguish the initial and final phonemes of a word.

	4.4 Short o				<ul style="list-style-type: none"> Distinguish syllables in words by segmenting. Formulate CVC short o words by decoding. Distinguish the important details in a story.
	4.5 Short o				<ul style="list-style-type: none"> Construct words by modifying the initial and final syllables in a word. Recite sentences containing short o CVC words.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 5: Short e	5.1 Short e	again put her than time	hobby grip compass drowsy loosen	ten let lid wet men slam pen top pet rip	<ul style="list-style-type: none"> Distinguish the initial phoneme in short e words. Identify the grapheme Ee and the short /e/ phoneme. Identify what is included in a paragraph. Use context clues to define tier II vocabulary words.
	5.2 Short e				<ul style="list-style-type: none"> Construct a word by blending two syllables. Distinguish the middle phoneme in CVC words. Identify punctuation marks at the end of sentences.
	5.3 Short e				<ul style="list-style-type: none"> Identify rhyming words with the short e sound. Recognize, decode, and read short e words. Use the correct end punctuation in sentences. Draw details of a story.
	5.4 Short e				<ul style="list-style-type: none"> Distinguish syllables in words. Construct words by teaming up syllables. Formulate words by adding a beginning sound to end sounds.

	5.5 Short e				<ul style="list-style-type: none"> • Modify words by deleting the final syllable. • Modify words by substituting the initial syllable. • Create new words by substituting beginning and ending phonemes. • Read sentences with decodable words.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 6: Short u	6.1 Short u	by know thank many look	travel cave cozy thick mountain	fun sun hut bump rug tub trip mop hot wet	<ul style="list-style-type: none"> • Distinguish the initial phoneme in words with the /u/ sound. • Identify the letter Uu and the short u phoneme. • Differentiate between the beginning, middle, and end of a story. • Define what a topic sentence is.
	6.2 Short u				<ul style="list-style-type: none"> • Construct a word by blending two syllables. • Distinguish the middle phoneme in CVC words with the /u/ sound. • Define and identify verbs.
	6.3 Short u				<ul style="list-style-type: none"> • Identify rhyming words with the short u sound. • Recognize, decode, and read short u words. • Organize parts of a story in order from beginning, middle, and end. • Distinguish which verb best fits the sentence.
	6.4 Short u				<ul style="list-style-type: none"> • Identify the number of syllables in words. • Modify words by adding a syllable. • Organize details from a story by their occurrence in the beginning, middle, and end. • Construct a topic sentence.

	6.5 Short u				<ul style="list-style-type: none"> • Modify words by deleting the final syllable. • Modify words by substituting the initial syllable. • Identify the correct ending punctuation for a sentence. • Demonstrate the ability to independently read the decodable book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 7: L Blends	7.1 L Blends	as just take slow is	filthy discover basket crash dodge	clap clam clip flip plum glad doll pet fun Sun	<ul style="list-style-type: none"> • Identify / blends in words. • Create detailed sentences for a paragraph. • Use context clues to define tier II vocabulary words.
	7.2 L Blends				<ul style="list-style-type: none"> • Construct an / blend word by blending two syllables. • Recognize / blends while decoding words. • Define and identify pronouns.
	7.3 L Blends				<ul style="list-style-type: none"> • Recognize / blends in decodable words. • Construct sentences with pronouns. • Use details to interpret the setting of a story.
	7.4 L Blends				<ul style="list-style-type: none"> • Modify an /-blend word by changing the beginning / blend to make a new word. • Recognize, decode, and read /-blend words. • Identify rhyming /-blend words. • Create detailed sentences.
	7.5 L Blends				<ul style="list-style-type: none"> • Modify an /-blend word by substituting the beginning blend sound to make a new word. • Identify the ending phoneme or vowel sound in a word. • Read and show comprehension of simple sentences containing /-blend words. • Demonstrate the ability to independently read

					the decodable book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 8: S Blends	8.1 S Blends	its my I part see	slippery mask grin fascinating artistic	sled slid snap stub spill swan log men hut can	<ul style="list-style-type: none"> Identify consonant sounds in s blends. Identify words with s blends. Define the parts of a paragraph. Use context clues to distinguish the meaning of vocabulary words.
	8.2 S Blends				<ul style="list-style-type: none"> Recognize graphemes to decode s-blend words. Construct an s-blend word by blending two syllables. Identify verbs in a sentence. Recognize and decode high-frequency words.
	8.3 S Blends				<ul style="list-style-type: none"> Identify the phonemes in a one-syllable s-blend word. Recall key details from a story. Create sentences with present and past tense verbs. Identify and practice spelling words.
	8.4 S Blends				<ul style="list-style-type: none"> Modify an s-blend word by deleting the beginning blend sound to make a new word. Create a concluding sentence for their paragraph. Identify rhyming s-blend words.

	8.5 S Blends				<ul style="list-style-type: none"> • Modify an <i>s</i>-blend word by substituting the beginning blend sound to make a new word. • Read and show comprehension of decodable sentences containing <i>s</i>-blend words. • Classify words as nouns or verbs. • Demonstrate the ability to independently read the decodable book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 9: R Blends	9.1 R Blends	an him round not go	lively creak surround whirl trust	drum crib crab gram frog trap got clap glad stub	<ul style="list-style-type: none"> • Identify <i>r</i> blends in words. • Identify rhyming <i>r</i> blend words. • Use context clues to define tier II vocabulary words. • Interpret the beginning, middle, and end of a story.
	9.2 R Blends				<ul style="list-style-type: none"> • Construct an <i>r</i>-blend word by blending two syllables. • Identify the middle phoneme or vowel sound in a word. • Define <i>adjective</i>. • Identify the main (central) idea and key details in an informational text.
	9.3 R Blends				<ul style="list-style-type: none"> • Distinguish the phonemes in an <i>r</i>-blend word. • Recall the main topic and key details from a story or paragraph. • Identify adjectives in a sentence. • Recognize and decode high-frequency words
	9.4 R Blends				<ul style="list-style-type: none"> • Modify the <i>r</i> blend to make a new word. • Recognize <i>r</i> blends in words. • Draw a picture of the middle, beginning, and end of a story.

	9.5 R Blends				<ul style="list-style-type: none"> • Modify an <i>r</i>-blend word by deleting the beginning blend sound to make a new word. • Read and show comprehension of decodable sentences containing <i>r</i>-blend words. • Demonstrate the ability to independently read the decodable book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 10: Final Blends	10.1 Final Blends	all be come have other	appetite flee fog shell drenched	fact raft tilt chimp find thump let bump spill ran	<ul style="list-style-type: none"> • Identify the phonemes and graphemes that make up final blends. • Identify the final blends in words. • Use context clues to define tier II vocabulary words. • Recognize that adjectives are words used to describe nouns.
	10.2 Final Blends				<ul style="list-style-type: none"> • Recognize, decode, and read words with final blends. • Identify words of feeling. • Define <i>conjunction</i>. • Recognize and decode high-frequency words.
	10.3 Final Blends				<ul style="list-style-type: none"> • Distinguish the phonemes in a word with a final blend. • Construct a word by blending two syllables. • Identify rhyming words with final blends. • Connect ideas in texts. • Construct sentences to complete a rhyming poem.
	10.4 Final Blends				<ul style="list-style-type: none"> • Modify a word by substituting sounds to make a new word. • Recognize, decode, and read words with final blends. • Construct telling, question, or exclamatory sentences.

	10.5 Final Blends				<ul style="list-style-type: none"> • Modify a word by deleting the final blend. • Read decodable sentences containing final-blend words. • Demonstrate the ability to independently read the decodable book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 11: 3 Letter Blends	11.1 3 Letter Blends	people he a who will	fancy enormous lively caution polish	pin flip ten spring tub splash splits throb scroll squid	<ul style="list-style-type: none"> • Create rhyming words with three-letter blends. • Recognize three-letter blends and say the sounds. • Construct a beginning paragraph of a story. • Use context clues to define tier II vocabulary words.
	11.2 3 Letter Blends				<ul style="list-style-type: none"> • Construct a word by blending two syllables. • Identify the middle phoneme or vowel sound in a word. • Define articles and demonstrative adjectives. • Recognize high-frequency words.
	11.3 3 Letter Blends				<ul style="list-style-type: none"> • Recognize, decode, and read three-letter blend words. • Compare information from images and text. • Create complete sentences by adding articles and demonstrative adjectives.
	11.4 3 Letter Blends				<ul style="list-style-type: none"> • Modify a word by adding a three-letter blend to the beginning of the word. • Recognize, decode, and read words with three-letter blends. • Differentiate between articles and demonstrative adjectives to choose the one that best completes a sentence.

	11.5 3 Letter Blends				<ul style="list-style-type: none"> • Modify a word by deleting the beginning three-letter blend. • Construct a new word by substituting the beginning three-letter blend. • Read and show comprehension of decodable sentences containing words with three-letter blends. • Distinguish if a set of words rhyme.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 12: ch, tch, and ck	12.1 ch, tch, and ck	every live then now on	exhausted rough striped notice costume	chip chick inch watch stick chart did than pen rug	<ul style="list-style-type: none"> • Recognize the digraphs <i>ch</i>, and <i>ck</i>, and trigraph <i>tch</i>, graphemes and sounds. • Identify rhyming words with <i>ch</i>, <i>tch</i>, and <i>ck</i>. • Use context clues to define tier II vocabulary words. • Distinguish the events that happened at the beginning, middle, and end of a story.
	12.2 ch, tch, and ck				<ul style="list-style-type: none"> • Construct a word by blending two syllables. • Recognize and read words containing <i>ch</i>, <i>ck</i>, and <i>tch</i> in a sentence. • Define <i>preposition</i>. • Interpret how characters change in a story.
	12.3 ch, tch, and ck				<ul style="list-style-type: none"> • Recognize, decode, and read <i>ch</i>, <i>tch</i>, and <i>ck</i> words. • Draw and label a picture of the beginning, middle, and end of a story. • Identify prepositions in sentences.
	12.4 ch, tch, and ck				<ul style="list-style-type: none"> • Construct a new word by adding the digraph sounds /ch/ and /k/. • Recognize, decode, and read <i>ch</i>, <i>tch</i>, and <i>ck</i> words with accuracy and fluency. • Create a middle paragraph for a story.

	12.5 ch, tch, and ck				<ul style="list-style-type: none"> • Modify a word by deleting the digraph sounds /ch/ and /k/. • Construct new words by substituting the digraphs <i>ch</i>, <i>tch</i>, and <i>ck</i>. • Identify nouns, adjectives, verbs, and prepositions in sentences.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 13: Digraphs wh, ph	13.1 Digraphs wh, ph	first said she get you	gigantic celebrate injury obey whirl	what when which phonics graph photo rim clam sled drum	<ul style="list-style-type: none"> • Identify <i>wh</i> and <i>ph</i> and tell the sound • Identify rhyming <i>wh/ph</i> digraph words. • Identify the first consonant digraph and blends in words with <i>wh</i> or <i>ph</i>. • Identify an ending paragraph for a story.
	13.2 Digraphs wh, ph				<ul style="list-style-type: none"> • Hear a two-syllable <i>wh</i> or <i>ph</i> word and identify the blended word. • Identify the middle phoneme or vowel sound in a word. • Recognize and read words containing <i>wh</i> and <i>ph</i>. • Define commas.
	13.3 Digraphs wh, ph				<ul style="list-style-type: none"> • Identify the segments of a <i>wh</i>-blend or <i>ph</i>-blend word with 2 or 3 phonemes. • Analyze the connection between bees and plants in a story. • Identify commas in sentences.
	13.4 Digraphs wh, ph				<ul style="list-style-type: none"> • Modify a word by adding <i>wh</i> or <i>ph</i> to the word to make a new word. • Recognize, decode, and read <i>wh</i> and <i>ph</i> words with accuracy and fluency. • Create an ending paragraph for a story.

	13.5 Digraphs wh, ph				<ul style="list-style-type: none"> Modify a word by deleting <i>wh</i> or <i>ph</i> from the word to make it a new word. Modify a word by substituting <i>wh</i> or <i>ph</i> into the word to make it a new word. Read and show comprehension of simple sentences containing <i>wh</i> and <i>ph</i> words.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 14: Digraphs sh, th, ng	14.1 Digraphs sh, th, ng	could let them if your	batch groan weed jealous thunder	shop ship dish then thin bath stung sang wrong thing	<ul style="list-style-type: none"> Identify rhyming words with <i>sh</i>, <i>th</i>, and <i>ng</i> digraphs. Identify the digraphs <i>sh</i>, <i>th</i>, and <i>ng</i> and tell the sounds. Use context clues to determine the meaning of new vocabulary words. Revise a story by expanding sentences and adding descriptive words.
	14.2 Digraphs sh, th, ng				<ul style="list-style-type: none"> Hear a two-syllable <i>sh/th/ng</i> word and identify the blended word. Identify the middle phoneme or vowel sound in a word. Identify where commas are placed in sentences. Use context clues from words in a sentence to determine the meaning of unknown words.
	14.3 Digraphs sh, th, ng				<ul style="list-style-type: none"> Modify a word by adding <i>sh</i>, <i>th</i>, or <i>ng</i> to the word, making a new word. Recognize, decode, and read <i>sh</i>, <i>th</i>, <i>ng</i> words with accuracy and fluency. Revise a story. Recognize and read high-frequency words.
	14.4 Digraphs sh, th, ng				<ul style="list-style-type: none"> Modify a word by deleting <i>sh</i>, <i>th</i>, or <i>ng</i> from the word, making a new word. Modify a word by substituting <i>sh</i>, <i>th</i>, or <i>ng</i> in the word, making a new word. Read and show comprehension of simple sentences containing <i>sh</i>, <i>th</i>, <i>ng</i> words. Demonstrate the ability to independently read

					the decodable book with fluency.
	14.5 Digraphs sh, th, ng				<ul style="list-style-type: none"> • Modify a word by deleting <i>sh</i>, <i>th</i>, or <i>ng</i> from the word, making a new word. • Modify a word by substituting <i>sh</i>, <i>th</i>, or <i>ng</i> in the word, making a new word. • Read and show comprehension of simple sentences containing <i>sh</i>, <i>th</i>, <i>ng</i> words. • Demonstrate the ability to independently read the decodable book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 15: Long a: a_e	15.1 Long a: a_e	for so into what like	expensive rapidly shovel curved decorate	bake page ate late plate tape clip swan crab frog	<ul style="list-style-type: none"> • Identify words with the long <i>a</i> sound and the short <i>a</i> sound. • Recognize the long <i>a sound in words spelled with a_e</i>. • Use context clues to define tier II vocabulary words. • Revise writing by adding adjectives to add more details.
	15.2 Long a: a_e				<ul style="list-style-type: none"> • Identify the ending phoneme or vowel sound in an <i>a_e</i> word. • Recognize and read words with the long <i>a</i> sound written with <i>a_e</i>. • Define prefixes and suffixes. • Use information from illustrations to support their understanding of the setting of a story.
	15.3 Long a: a_e				<ul style="list-style-type: none"> • Recognize, decode, and read <i>a_e</i> words. • Interpret pictures from a story. • Recognize how a prefix changes a word's meaning. • Recognize how suffixes change the form of a word.

	15.4 Long a: a_e				<ul style="list-style-type: none"> • Modify a word by deleting or adding a sound to the end of a word, making a new word. • Recognize, decode, and read a_e words with accuracy and fluency. • Modify their story by adding key details.
	15.5 Long a: a_e				<ul style="list-style-type: none"> • Construct a new word by substituting the end sound. • Read and show comprehension of simple sentences containing a_e words. • Demonstrate the ability to independently read the decodable book with fluency. • Use adjectives in sentences.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 16: Long i: i_e	16.1 Long i_e	fly may think clean more	footprints gleaming bundle loosen heap	fine file rice hide life time flip snap raft scroll	<ul style="list-style-type: none"> • Construct words by blending 3 or 4 sounds to make i_e words. • Identify i_e and tell the sound. • Modify text by editing punctuation, capitalization, and spelling. • Use context clues to determine the meaning of vocabulary words.
	16.2 Long i_e				<ul style="list-style-type: none"> • Identify the middle phoneme or vowel sound in an i_e word. • Recognize and read words containing i_e. • Define root words. • Use context clues to understand the story and word meanings.
	16.3 Long i_e				<ul style="list-style-type: none"> • Identify the segments of an i_e word with 2 or 3 phonemes. • Recognize, decode, and read i_e words. • Draw and label a picture of the beginning, middle, and end of a story. • Create words using prefixes and suffixes.

	16.4 Long i_e				<ul style="list-style-type: none"> • Modify a word by adding a sound to the end of a word, making a new word. • Modify a word by deleting a sound at the end of a word, making a new word. • Recognize, decode, and read <i>i_e</i> words with accuracy and fluency. • Modify their story by editing punctuation, capitalization, and spelling.
	16.5 Long i_e				<ul style="list-style-type: none"> • Modify a word by substituting a sound at the end of a word, making a new word. • Read and show comprehension of simple sentences containing <i>i_e</i> words. • Demonstrate the ability to independently read the decodable book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 17: Long o: o_e	17.1 Long o: o_e	had open always kind there	cheat bashful exclaim hatch alone	close hope nose bone home globe plum crib splash frog	<ul style="list-style-type: none"> • Identify <i>o_e</i> and tell the sound. • Construct words by blending 3 or 4 sounds to make <i>o_e</i> words. • Use context clues to identify the meaning of vocabulary words. • Identify the main idea and details in a fiction text.
	17.2 Long o: o_e				<ul style="list-style-type: none"> • Identify the beginning phoneme or vowel sound in an <i>o_e</i> word. • Recognize and read words containing <i>o_e</i>. • Identify the key details in a story. • Categorize words.
	17.3 Long o: o_e				<ul style="list-style-type: none"> • Identify the segments of an <i>o_e</i> word with 3 or 4 phonemes. • Recognize, decode, and read <i>o_e</i> words. • Interpret pictures to explain the main idea and key details of a story. • Categorize words.

	17.4 Long o: o_e				<ul style="list-style-type: none"> • Modify a word by adding a sound to the end of a word, making a new word. • Modify a word by deleting a sound at the end of a word, making a new word. • Revise their digital story by rewriting it.
	17.5 Long o: o_e				<ul style="list-style-type: none"> • Modify a word by substituting a sound at the end of a word, making a new word. • Construct an explanation describing the main (central) idea and key details of an informational text. • Demonstrate the ability to correctly spell words. • Demonstrate the ability to independently read the Decodable Book with fluency.
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 18: Long u: u_e	18.1 Long u: u_e	gave those around start number	hide creak squirm alarm fasten	cube cute rule duke plume use chip fact gram slid	<ul style="list-style-type: none"> • Construct words by blending 3 or 4 sounds to make <u>u_e</u> words. • Identify the <u>u_e</u> spelling pattern and tell the sound. • Collect and display a digital picture to illustrate a story. • Use context clues to determine the meaning of tier II vocabulary words.
	18.2 Long u: u_e				<ul style="list-style-type: none"> • Identify the middle phoneme or vowel sound in a <u>u_e</u> word. • Recognize and read words containing the <u>u_e</u> spelling pattern. • Categorize words by key attributes. • Use context clues to understand words or phrases in a story.

	18.3 Long u: u_e				<ul style="list-style-type: none"> • Identify the segments of a <i>u_e</i> word with 2 or 3 phonemes. • Recognize, decode, and read <i>u_e</i> words. • Read high-frequency words gave, these, around, start, number. • Interpret pictures to explain the main idea and details of a story.
	18.4 Long u: u_e				<ul style="list-style-type: none"> • Modify a word by adding a sound to the end of the word, making a new word. • Modify a word by deleting a sound at the end of the word, making a new word. • Compare and contrast characters in a story.
	18.5 Long u: u_e				<ul style="list-style-type: none"> • Modify a word by substituting a sound at the end of the word, making a new word. • Read and show comprehension of simple sentences containing <i>u_e</i> words. • Collect and display a digital picture to write a story. • Demonstrate the ability to independently read the Decodable Book with fluency. • Demonstrate the ability to correctly spell words.