

	Standards Addressed	Prerequisite Proficiencies (Content & Skills)	Target Proficiencies (Content & Skills)	Formative Assessments & Activities	Summative Assessments & Projects	Next Steps, Extension & Remediation	Resources (Hyperlinked)
	<i>Hyperlink any standards covered in this unit.</i>	<i>What skills or content knowledge must students have to enter this unit?</i>	<i>What skills or content knowledge will students master in this unit? Include 21st-century and literacy skills.</i>	<i>How will you monitor student progress and track growth throughout the unit?</i>	<i>How will you evaluate student learning at the end of the unit?</i>	<i>What are the next steps after this unit? Include strategies for remediation and extension.</i>	<i>What texts, tools, or digital resources are used in this unit?</i>
Sept.	<p><b>Focus Standard</b>            CCSS.ELA-LITERACY.RF.K.2.D            Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>Additional Standards Addressed</b>            CCSS.ELA-LITERACY.RF.K.3.A            Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<ul style="list-style-type: none"> <li>Students are capable of recognizing alphabet letters by name and their corresponding phonemes</li> <li>Students are able to identify which alphabet letters are vowels vs. consonants</li> <li>Students will be familiar with CVC vocabulary via picture</li> <li>Students know what the terms "beginning sound," "middle sound," and "ending sound" mean</li> <li>Students will be familiar with blending phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Isolate and identify the short "a," "i," and "o" sounds in CVC vocabulary</li> <li>Confidently differentiate and identify beginning, middle, and ending sounds in CVC vocabulary</li> <li>Blend CVC to begin reading and identifying CVC vocabulary without help of images</li> <li>Begin reading CVC vocabulary and match the written word to the correct image</li> </ul>	<p><b>Pre-assessment</b></p> <ul style="list-style-type: none"> <li>Group practice with the alphabet using phonemes to identify letters</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Whiteboard game of students writing the phoneme they hear in a CVC word (b/m/e) as requested by the teacher</li> <li>"Doodle It" game where the teacher writes a CVC word on the board and the students have to read and draw a picture of it to show their understanding</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Book work</li> <li>Games using sites such as Baamboozle and ABCYa! to gamify the process of reading and phoneme identification</li> <li>Videos and games to practice finding missing letters</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes via the textbook and/or provided supplements</li> <li>Decoding reading "test" using nonsense words to identify consonant and/or vowel confusion (using nonsense words helps identify issues that may be missed due to rote memorization of typical CVC vocabulary)</li> <li>Short Vowel Flip Chart Craft Part One—build with only short vowels "a," "i," and "o" and practice spelling words as the teacher calls them out in a game format</li> </ul>	<p><b>Remediation</b></p> <ul style="list-style-type: none"> <li>Recommend options for additional CVC practice at home to parents as needed</li> <li>Review "teams" where students with similar difficulties are grouped together to do differentiated review activities together to address their specific gaps (<b>ie. students struggling with differing a/o sounds vs. students struggling with blending phonemes</b>)</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Continued practice using games and songs to strengthen skills (<b>ie. boom card game/sticks to be played in groups</b>)</li> <li>Coloring and matching worksheets for students to identify and differentiate between short "a," "i," and "o" CVC vocabulary</li> </ul> <p><b>Next Steps</b></p> <p>After completing proficiency with short vowels "a," "i," and "o" students will continue on to focus on short vowels "e" and "u" utilizing the skill focused on during this month (isolating phonemes) in order to practice creating new words by substituting phonemes.</p>	<ul style="list-style-type: none"> <li>Sadlier Phonics A <a href="https://www.sadlier.com/school/phar/cv-phonics-instruction-program">https://www.sadlier.com/school/phar/cv-phonics-instruction-program</a></li> <li>Baamboozle <a href="https://www.baamboozle.com/games/44324">https://www.baamboozle.com/games/44324</a></li> <li>ABCYa! <a href="https://www.abcy.com/games/abcy-abc-practice">https://www.abcy.com/games/abcy-abc-practice</a></li> <li>Epic! <a href="https://www.getepic.com/app/read/4524">https://www.getepic.com/app/read/4524</a></li> <li>YouTube <a href="https://youtu.be/q5Y4hQdZt2E">https://youtu.be/q5Y4hQdZt2E</a></li> <li>Nonsense Word "Test" Example <a href="https://www.teachnowgradschool.com/Product/Nonsense-Word-Fluency-Phonics-Word-Finding-Fluency-3-1-18">https://www.teachnowgradschool.com/Product/Nonsense-Word-Fluency-Phonics-Word-Finding-Fluency-3-1-18</a>  <a href="https://www.teachnowgradschool.com/Product/Nonsense-Word-Fluency-3-2-18">https://www.teachnowgradschool.com/Product/Nonsense-Word-Fluency-3-2-18</a></li> </ul>

Oct.

### Focus Standards

CCSS.ELA-LITERACY.RF.K.2.E

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-LITERACY.RF.K.2.A

Recognize and produce rhyming words.

- Previous month's prerequisites apply
- Students will be able to isolate and identify the short "a," "i," and "o" sounds in CVC vocabulary
- Students will be able to more confidently differentiate and identify beginning, middle, and ending sounds in CVC vocabulary
- Students will understand what to do when asked to "sound out" CVC vocabulary without the help of images
- Students will be able to read CVC vocabulary independently and match the written word to the correct image

- Isolate and identify the short "e" and "u" sounds in CVC vocabulary
- Be able to differentiate between all five short vowel sounds
- Begin identify rhyming words (word families with the same ending sounds)
- Be able to begin producing matching rhymes independently
- Begin creating simple written sentences independently using CVC vocabulary and learned sight words

### Pre-assessment

- Individual or team games having students reading real and nonsense words in order to check current levels of phonemic understanding

### Assessments

- Whiteboard game of students writing the phoneme they hear in a CVC word (b/m/e) as requested by the teacher
- "Doodle It" game where the teacher writes a CVC word on the board and the students have to read and draw a picture of it to show their understanding

### Activities

- Book work
- Short vowel word ladders
- Rhyming bingo/matching
- Picture writing
- Videos and games to practice finding missing letters

- Quizzes via the textbook and/or provided supplements
- Decoding reading "test" using nonsense words to identify consonant and/or vowel confusion
- Short vowel reading quiz with known vocabulary to match with images in order to identify gaps in the growth of the students' vocabulary
- Short Vowel Flip Chart Craft Part Two—have students add short vowel "e" and "u" to the chart, and practice spelling words as the teacher calls them out in a game format

### Remediation

- Recommend options for additional CVC practice at home to parents as needed
- Review "teams" where students with similar difficulties are grouped together to do differentiated review activities together to address their specific gaps (ie. **students struggling with differing a/e or e/i sounds vs. students struggling with blending phonemes**)

### Extension

- Continued practice using games and songs to strengthen skills (ie. **boom card game/ sticks to be played in groups**)
- Coloring and matching worksheets for students to identify and differentiate between the five different short vowel sounds utilizing CVC vocabulary
- Tracing and writing worksheets for students to get practice with writing/spelling CVC words independently

### Next Steps

After completing proficiency with decoding and creating CVC words, students will move on to using their skills with long vowels, initially beginning with working on identifying the difference between short and long vowel sounds.

- Sadlier Phonics A <https://www.sadlier.com/school/sadlier-cvphonics-instruction-program>
- Boom Cards <https://www.boomlearning.com/identifying-sounds-phonics-3-4-5-6-7-8-9-10>
- Baamboozle <https://www.baamboozle.com/games/44579>
- ABCYA! [https://www.abcy.com/games/abc/9031\\_rhyming](https://www.abcy.com/games/abc/9031_rhyming)
- Epic! <https://www.getepic.com/app/read/4924>
- YouTube <https://youtu.be/dPVA1Dy1t0A>
- Nonsense Words <https://www.teacherspayteachers.com/Product/Nonsense-Words-CVC-Boo-ops-Read-CARE-AT-for-CIBL1581144743?i=1&ref=app&isf=1&cc=492&hist=13374644>
- Short Vowel Reading Quiz Example <https://www.teacherspayteachers.com/Product/CVC-Word-List-Assessment-Flashbe-2346524>
- Short Vowel Ladders <https://www.teacherspayteachers.com/Product/Word-CVC-Short-Vowel-Word-Ladders-Identify-for-Kindergarten-on-a-Fish-Game-491512442>

Nov.

### Focus Standard

CCSS.ELA-LITERACY.RF.1.2.A

Distinguish long from short vowel sounds in spoken single-syllable words.

### Additional Standards Addressed

CCSS.ELA-LITERACY.RF.1.3.C

Know final -e and common vowel team conventions for representing long vowel sounds.

- Previous month's prerequisites apply
- Students will be capable of confidently identifying short "e" and "u" sounds as beginning or middle sounds
- Students will be familiar with long vowel sounds
- Students will be aware of magic "e"

- Differentiate short and long vowel sounds
- Identify long "a," "i" and "o" words that use magic "e"
- Identify long "a" words with "ai" and "ay" letter teams
- Identify long "i" words with "igh" and "ie" letter teams
- Identify long "o" words with "oa" and "ow" letter teams
- Identify images and match to correct long vowel words
- Identify rhyming words and produce additional matching rhymes

### Pre-assessment

- Group practice with long vowel vocabulary to identify which students have experience with long vowel sounds
- Individual or team games having students reading long vowel words

### Assessments

- Doodle It" game where the teacher writes a CVC word on the board and the students have to read and draw a picture of it to show their understanding

### Activities

- Book work
- Games using sites such as Baamboozle and ABCYa! to gamify the process of reading and long vowel identification
- Rhyming bingo/matching
- Picture writing
- Videos and games to practice finding missing letters and/or letter teams

- Quizzes via the textbook and/or provided supplements
- Long vowel reading assessment where student reads words to the teacher, in order to identify the words/sounds that the student is struggling with
- Long vowel craft with a "Magic 'E' Box" where it shows how short vowel words become long vowel words with the help of magic "e"

### Remediation

- Recommend options for additional long vowel practice at home to parents as needed
- Review "teams" where students with similar difficulties are grouped together to do differentiated review activities together to address their specific gaps (i.e. **students struggling with differing short and long vowel sounds vs. students struggling with understanding the varying long vowel teams**)

### Extension

- Long vowel word sorts in order to practice identifying the different long vowel sounds and/or letter teams depending on the student's proficiency
- Long vowel coloring worksheets, each long vowel sound a different color
- Independent long vowel reading and image matching worksheets/games

### Next Steps

After completing proficiency with long vowels "a," "i," and "o," students will work on long vowels "e" and "u." They will continue to practice differentiating between short and long vowel sounds and working on learning letter teams that produce long vowel sounds.

- Sadlier Phonics A  
<https://www.sadlier.com/school/phonics-instruction-program>
- Boom Cards  
<https://www.boomlearning.com/day/4x1K29C7444CVC7teacher>
- Baamboozle  
<https://www.baamboozle.com/games/334954>
- Epic!  
<https://www.getepic.com/app/read/48302>
- YouTube  
<https://youtu.be/gp11mv9SL4>
- Long Vowel Assessment Example  
<https://www.teacherspayteachers.com/Product/47171474-Long-Vowel-Progress-Monitoring-23392674-Teacher-494384217-4414616-calls2684>

**New Note 6/1:** I'm hoping this is what you were looking for based on your feedback on my initial submission. This aligns with what I will be doing this fall for the clinical mostly (our school year starts in March, so the students will have been in class for about 7 months already), though this is more of an idealized version (as you asked for), as the reality is that we don't really have that much time for work outside of the book pages (this is not something that I like at all, it makes me frustrated/sad all the time).

In terms of new content, I know you like to see things highlighted, but I found it difficult to discern what to highlight in this case because I moved things around a lot, as well as added/reworded things to fit this different "structure" in a sense.

I also realize for November I picked standards that are from the first grade category, and that is fairly accurate based on what I will be teaching and what the expectations are for my students per the academy. I teach three and four year olds, but they are using textbooks made for first graders.

Again, hopefully this is closer to what you wanted from me in terms of edits. While some things are copied and pasted from month-to-month, I tried to add in some details that differentiate what would be different from the previous month, even if the activity or assessment might be the same or similar method. Let me know if I can do anything else to improve this (even if I don't do well enough to improve my score with this revision, I just want to know where I can continue to improve so I can better develop this skill).

Thanks so much!

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**Personal Note:** This activity was a little difficult for me to do due to the nature of my academy. It may also be that I'm having a difficult time wrapping my head around how to break up the content. However, I don't feel like our curriculum is really set up to naturally build like a traditional curriculum map is set up. We don't really have "units" for our content, we just flow through the books at the expected speed set up from our company's head office.

Due to this, it's difficult for me to fill out this map in what feels like a natural way (or I guess organize the content to some extent). They pace our books at a ridiculous speed, and learning is not always happening as it should be. They prefer the quantity of work to seem impressive over quality and true understanding of the material. We use textbooks where units are traditionally a few weeks or more if taught properly, and instead we blow through them in a single week or less.

If you have any experience with this kind of situation and have advice on how to go about setting this up better, please let me know! I truly want to learn how to do these things, but I think my current workplace is not naturally set up to easily do these kinds of exercises. I can share our "standards" (really, it's the report cards we use, as we don't have true standards otherwise) and our "curriculum" if that would be helpful.