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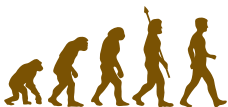
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Sight Word and Phonics Program Part One Curriculum Map

Sight Words & Phonics Book 1 introduces young learners to the first 60 Dolch sight words while systematically teaching short vowel sounds (a, e, i, o, u). Each unit follows a predictable, research-based structure: students trace, copy, match, read, and write sight words, then apply phonics skills through picture matching, vowel identification, and short sentences. Every unit ends with a controlled-vocabulary story that uses only the words students have learned, building confidence and fluency.

The resource also includes checklists, teacher rubrics, self-assessment tools, and reproducible sight-word flashcards for games and reinforcement. With its strong focus on decoding, phonemic awareness, vocabulary development, and early reading comprehension, this book fully supports Canadian provincial literacy outcomes and U.S. Common Core foundational reading standards. It is ideal for JK–Grade 1 classrooms, intervention programs, ESL learners, and home reading support.

Designed for emerging readers and readers having difficulty or requiring review at any level.

The six units will assist you with building and improving reading skills through the introduction of the **first 60 Dolch Sight Words** and the reinforcement of important Phonics skills. At the same time, short vowel sounds are introduced and reinforced.

Each unit introduces 10 sight words that are broken up into 2 lists of 5. In between each list, a short vowel is introduced. Sight Words and vowels are then reinforced through short sentences and revision activities that follow.

To end the unit the student reads a short story that only contains words they have learned and practiced.

Includes:

Introduction and Instructions

- At A Glance – List of Learning Expectations
- Table of Contents
- Teacher Assessment Rubric
- Student Self-Assessment Rubric
- How to Use the Lessons
- Additional Sight Word Activities
- Dolch Sight Word List

Sight Word Flash Cards for the first 60 Sight Words. Print, cut and use!
Award for First Sixty Sight Words

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US. Standards Met

Common Core ELA (Kindergarten–Grade 1)

- **RF.K.3 / RF.1.3** – Phonics & word recognition
- **RF.K.2 / RF.1.2** – Phonological awareness
- **L.K–1** – Vocabulary acquisition
- **RI.K–1** – Reading simple informational text
- **W.K–1** – Writing simple words and sentences
- **SL.K–1** – Oral language development

NGSS (Early Literacy Connections)

While not a science resource, the phonics program supports NGSS literacy practices:

- **Science & Engineering Practices** – Obtaining, evaluating, and communicating information (through reading, decoding, and writing tasks)

Canadian Curriculum Standards Met

Sight Words & Phonics Book 1 supports early literacy outcomes across all provinces and territories.

Ontario

Strand A – Literacy Foundations

- **A1.1** – Phonological awareness
- **A1.2** – Letter–sound relationships
- **A1.3** – Common spelling patterns
- **A1.4** – High-frequency words
- **A1.5** – Decoding simple words
- **A1.6** – Encoding simple words
- **A1.7** – Fluency with familiar words
- **A1.8** – Reading simple sentences
- **A1.9** – Writing simple sentences

Strand B – Comprehension & Communication

- **B1.1** – Understanding simple texts

- **B1.2** – Using context clues
 - **B1.3** – Vocabulary development
 - **B2.1** – Writing simple ideas
 - **B2.2** – Using phonics to spell words
-
- Decoding & Encoding
 - Reading Fluency

British Columbia

- English Language Arts K–1
 - Phonological awareness
 - High-frequency word recognition
 - Decoding and encoding simple words
 - Reading comprehension of simple texts

Alberta

- English Language Arts K–1
 - Early literacy: phonics, decoding, sight words
 - Reading simple sentences
 - Vocabulary development

Saskatchewan

- ELA K–1
 - Word recognition
 - Phonics
 - Reading simple texts
 - Early writing

Manitoba

- **1.1.1** – Phonological awareness
- **1.1.2** – Letter–sound relationships
- **1.1.3** – Sight word recognition
- **1.1.4** – Decoding simple words
- **1.1.5** – Spelling simple words
- **1.2.1** – Reading simple texts
- **1.2.2** – Using context clues

- **1.2.3** – Vocabulary development
- **1.3.1** – Writing simple sentences

Quebec

- English Language Arts (Cycle 1)
 - Early decoding
 - Sight word acquisition
 - Reading simple texts

Nova Scotia / New Brunswick / PEI / Newfoundland & Labrador

- Atlantic Canada ELA Framework
 - Sight word recognition
 - Phonics
 - Reading simple texts
 - Vocabulary development

Yukon / Northwest Territories / Nunavut

- Follow BC/AB frameworks
 - Phonics, decoding, sight words, early reading



Sight Word List 1

the

to

and

he

a

Trace
and copy
each word.



the the

to to

and and

he he

a a

Name: _____

Word Match 1



Look at the words in each row.
Circle the words that match the **bold** word.

the	the	the	and	the
to	to	to	to	he
and	the	and	and	and
a	a	the	a	a
he	he	he	a	he

Draw lines to match the words.

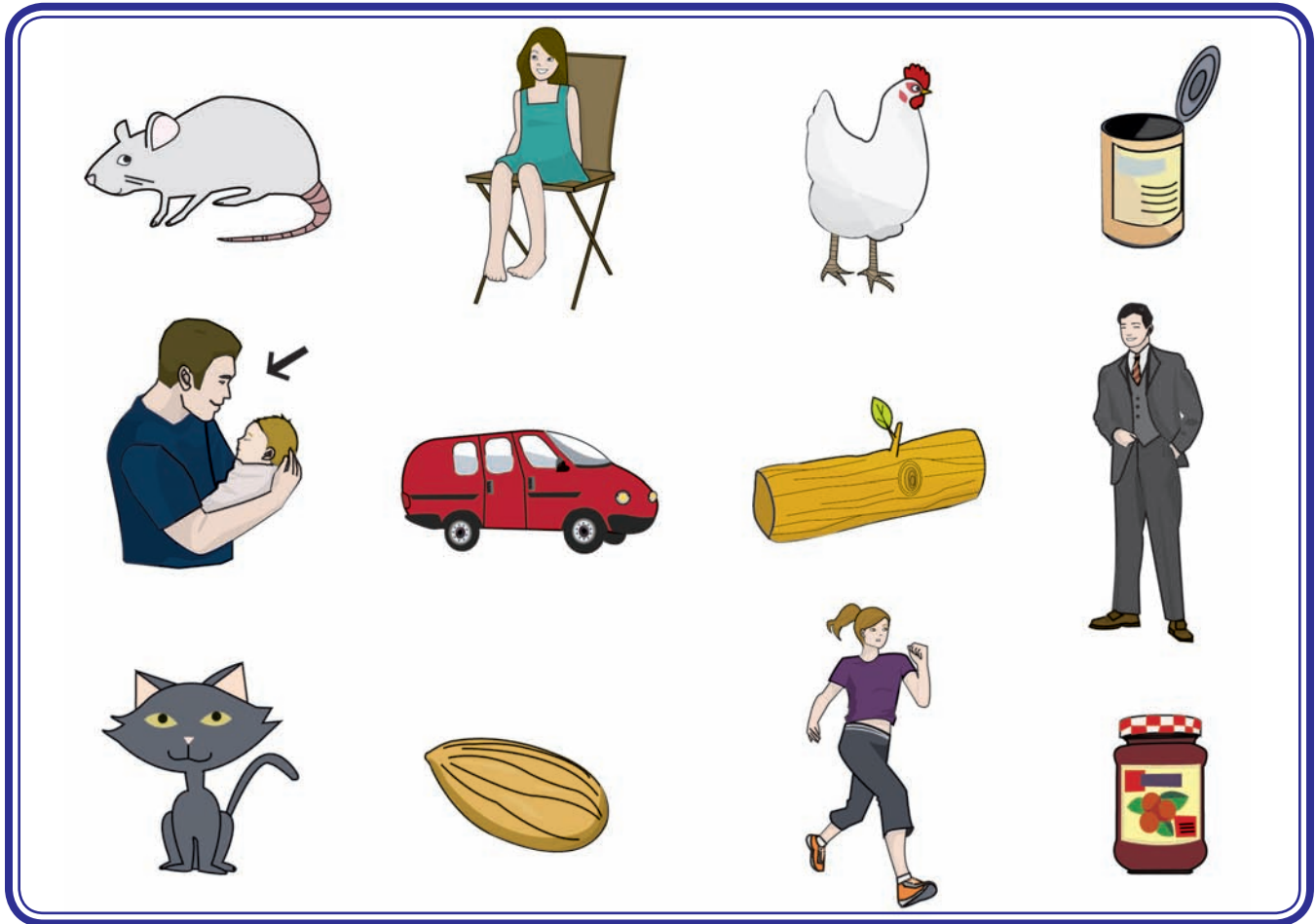
the	a
he	and
a	the
to	he
and	to

he	to
the	and
to	a
and	the
a	he

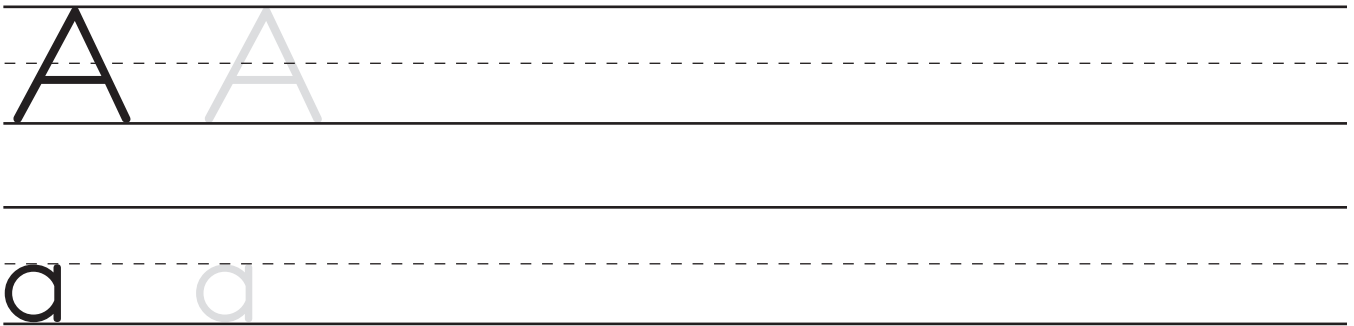


Short Vowel "a"

Look at the pictures and say the words.
Circle the pictures that have a short "a" sound like "cat."



Practice writing a



Name: _____

Match the correct word to the picture



ran



dad



can



sat



van



fan



jam



cat



man



rat



Sight Word List 2

I
you
had
of
in

Trace
and copy
each word.



I

I

you

you

had

had

of

of

in

in

Name: _____

Word Match 2



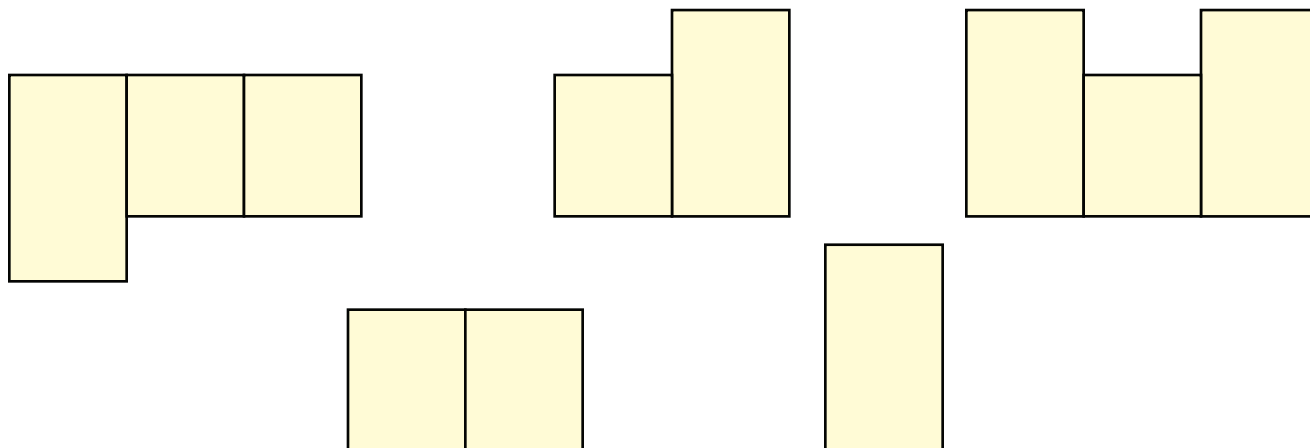
UNIT 1

Look at the words in each row.

Cross out the word that does not match.

I	I	you	I
had	had	had	of
had	in	in	in
you	you	of	you
of	of	I	of
had	had	you	had

Fill in the shapes with the correct word.





Sight Words 1 - 10 and Short Vowel "a"

Look at the pictures.

Write the words to finish the sentences.



1. The _____ and I _____.



2. You and I _____ to the _____.



3. He had a _____ of _____.



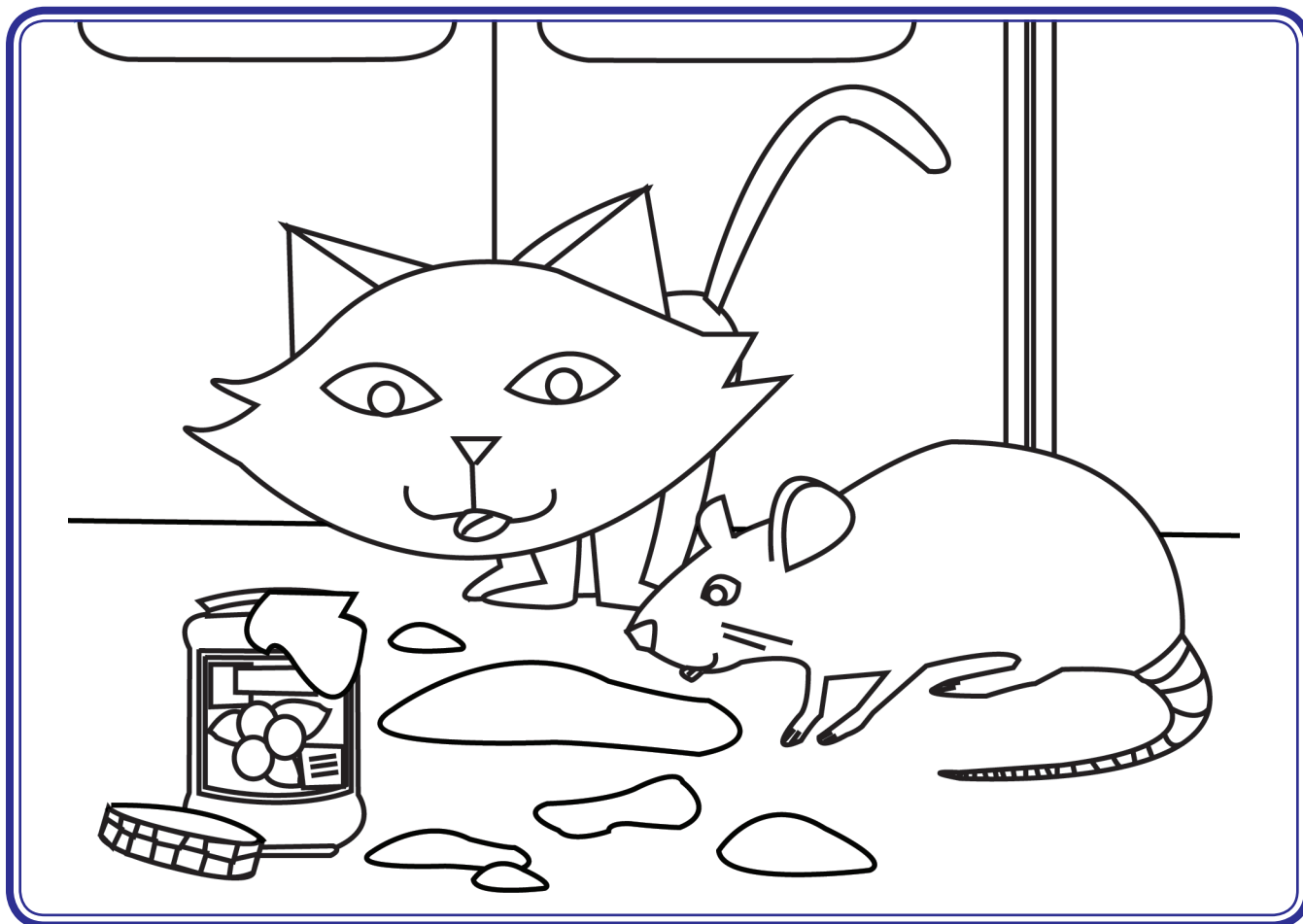
4. The _____ had a _____.



5. You and _____ in the _____.

Storytime

Sight Words 1 - 10



The Cat and the Rat

The man had a can of jam. He had the can in the van.

The cat and the rat ran to the van. The cat and the rat sat in the van and had the jam.