**Phonics & English 1
Lesson Plan Overview**

| Lesson  | Teacher Edition  | Worktext  | Activities | Objectives |
| --- | --- | --- | --- | --- |
| Unit 1 |
| 1 | 2–5 | 1–4 |  | * Identify an example of God using the language skill of speaking
* Identify the four language skills God gave people
* Match each language-skill word to an illustration depicting the skill
* Read the word blue
* Write the word blue
* Associate /t/ with the letter t
* Distinguish /t/ from other initial sounds
 |
| 2 | 6–9 | 5–6 |  | * Read the word purple
* Write the word purple
* Recall that the letter t is a consonant
* Associate /ĭ/ with the letter i
* Identify the mark (breve) that indicates a short vowel sound
* Recall the five vowels
* Distinguish /ĭ/ from other initial sounds
* Form a word by blending two sounds
* Read high-frequency word I
 |
| 3 | 10–13 | 7–8 |  | * Read the words black and white
* Write the words black and white
* Recall the five vowels
* Associate /s/ with the letter s
* Distinguish between the vowel i and consonants s and t
* Distinguish between /s/ and /t/
* Form a word by blending three sounds
* Decode words in a word family
* Distinguish rhyming words from nonrhyming words
* Read high-frequency words
 |
| 4 | 14–17 | 9–10 |  | * Read the word green
* Write the word green
* Apply a listening selection from the Bible
* Associate /n/ with the letter n
* Distinguish between vowels and consonants
* Distinguish /n/ from other initial sounds
* Form a word by blending two or more sounds
* Decode words in word families
* Read high-frequency words
* Locate four main parts of a book: cover, title, author, illustrator
 |
| 5 | 18–21 | 11–12 |  | * Read the word yellow
* Write the word yellow
* Identify the listening skill of looking at the speaker
* Associate /w/ with the letter w
* Distinguish /w/ from other initial sounds
* Decode words in word families
* Read high-frequency words
 |
| 6 | 22–25 | 13–14 | 1–2 | * Read the word red
* Write the word red
* Recall facts and details from a listening selection
* Associate /h/ with the letter h
* Distinguish between /h/ and other initial sounds
* Build word families
* Create sentences to communicate word meaning
* Read high-frequency words
* Identify the beginning uppercase letter and end punctuation mark of a sentence
* Repeat sentences with appropriate expression as indicated by the end punctuation mark
* Choose the picture that matches a sentence
 |
| 7 | 26–29 | 15–16 | 3–4 | * Define the term discussion
* Identify speaking and listening skills for discussions
* Associate /d/ with the letter d
* Distinguish /d/ from other initial sounds
* Build word families
* Classify words into word families
* Apply speaking and listening skills to a class discussion
* Read high-frequency words
 |
| 8 | 30–33 | 17–18 | 5–6 | * Read the word brown
* Write the word brown
* Distinguish between statements that follow rules for class discussions and those that do not
* List the five vowels
* Associate /ĕ/ with the letter e
* Identify the mark (breve) that indicates a short vowel sound
* Distinguish /ĕ/ from other initial and medial sounds
* Build word families
* Read high-frequency words
* Identify a noun that names a person
 |
| 9 | 34–37 | 19–20 | 7–8 | * Read the word orange
* Write the word orange
* Recall facts and details from a listening selection
* List the five vowels
* Associate /b/ with the letter b
* Distinguish /b/ from other initial sounds
* Build word families
* Create sentences to communicate word meaning
* Read high-frequency words
* Identify a noun as naming a person or a place
 |
| 10 | 38–41 | 21–22 | 9–10 | * Define the term main idea
* Determine the main idea from an informational text listening selection
* List the five vowels
* Associate /ŭ/ with the letter u
* Identify the mark (breve) that indicates a short vowel sound
* Identify /ŭ/ as an initial or medial sound
* Build word families
* Form words using /ŭ/ to fit the context of a sentence
* Read high-frequency words
* Classify a noun as a person, place, or thing
* Identify the uppercase letter and end punctuation mark of a sentence
 |
| 11 | 42–45 | 23–24 | 11–12 | * Match color words with an item of that color
* Associate /p/ with the letter p
* Identify /p/ as an initial or final sound
* Distinguish /p/ from other initial, medial, and final sounds
* Decode words with /p/
* Build word families
* Read high-frequency words
* Distinguish a singular noun from its plural form with the suffix -s
* Form the plural of a noun by adding the suffix -s
 |
| 12 | 46–49 | 25–26 | 13–14 | * Distinguish fact from opinion based on an informational text listening selection
* Associate /k/ with the letters c, k, and ck
* Identify /k/ as an initial or final sound
* Classify words into word families
* Form words using /k/
* Read high-frequency words
* Distinguish a singular noun from its plural form with the suffix -s
* Form the plural of a noun by adding the suffix -s
 |
| 13 | 50–53 | 27–28 | 15–16 | * Explain how to treat the American flag respectfully
* List the five vowels
* Associate /ă/ with the letter a
* Identify the mark (breve) that indicates a short vowel sound
* Identify /ă/ as an initial or medial sound
* Decode words with /ă/
* Build word families
* Create sentences to communicate word meaning
* Read high-frequency words
* Choose a singular or plural noun to complete a sentence
 |
| 14 | 54–57 | 29–30 | 17–18 | * Show respect for the American flag while reciting the Pledge of Allegiance
* Identify the consonant blend /nd/
* Distinguish between /n/, /d/, and /nd/
* Build word families
* Read high-frequency words
* Identify the beginning uppercase letter and end punctuation mark of a sentence
* Write the plural form of a given noun
* Identify the plural noun in a sentence
 |
| 15 | 58–61 | 31–32 | 19–20 | * Identify facts and details from a listening selection
* Associate /l/ with the letter l and the double letters ll
* Distinguish /l/ from other initial and final sounds
* Identify /l/ as an initial or final sound
* Build word families
* Read high-frequency words
* Identify examples of labels
* Identify the beginning uppercase letter and end punctuation mark of a sentence
 |
| 16 | 62–65 | 33–34 | 21–22 | * Recall that the ability to use language comes from God
* Identify speaking and listening as examples of communication
* Identify writing and reading as examples of communication
* Identify examples of listening and speaking as communication from a listening selection
* Associate the letter g with its hard sound, /g/
* Distinguish /g/ from other initial sounds
* Decode words with /g/
* Build word families
* Read high-frequency words
* Identify the purpose of a label
* Draw an illustration and label it with an appropriate noun
 |
| 17 | 66–69 | 35–36 | 23–24 | * Distinguish between effective and ineffective volume for speaking
* Identify the consonant blend /nt/
* Distinguish /nt/ from other final sounds
* Build word families
* Read high-frequency words
* Identify examples of the use of action verbs in the Bible
* Identify a noun as naming a person or a thing
* Identify the action verb in a sentence
 |
| 18 | 70–73 | 37–38 | 25–26 | * Distinguish between ineffective and effective eye contact with the audience
* Associate /m/ with the letter m
* Distinguish /m/ from other initial sounds
* Decode words with /m/
* Build word families
* Create rhyming words
* Read high-frequency words
* Explain what an action verb tells
* Identify the action verb in a sentence
 |
| 19 | 74–77 | 39–40 | 27–28 | * Recall facts and details from a listening selection
* Identify the five vowels
* Associate /ŏ/ with the letter o
* Identify the mark (breve) that indicates a short vowel sound
* Distinguish /ŏ/ from other medial vowel sounds
* Decode words with /ŏ/
* Build word families
* Read high-frequency words
* Identify the audience and purpose for a caption
* Select an action verb to complete a caption
 |
| 20 | 78–81 | 41–42 | 29–30 | * Recall facts and details from an informational text listening selection
* Associate the letters st with /st/
* Distinguish /st/ from other initial sounds
* Form words using initial /st/
* Decode words with initial /st/
* Read high-frequency words
* Identify the purpose and audience for a caption
* Create an original caption for an original illustration
 |
| 21 | 82–85 | 43–44 | 31–32 | * Distinguish the initial /st/ from the final /st/
* Form words using /st/
* Decode words with /st/
* Build word families
* Analyze words with short vowels
* Read high-frequency words
* Identify four features of a sentence: uppercase letter, spaces, end punctuation mark, complete thought
* Rewrite a sentence with an uppercase letter, appropriate spacing between words, and a period
 |
| 22 | 86–89 | 45–46 | 33–34 | * Read the color words
* Recall facts from a biblical text
* Identify applications of the verse
* Associate /r/ with the letter r
* Distinguish /r/ from other initial and final sounds
* Form words using /r/
* Read high-frequency words
* Identify four features of a sentence
* Arrange a group of words in sentence order
 |
| 23 | 90–93 | 47–48 | 35–36 | * Associate the letters qu with /kw/
* Distinguish /kw/ from /k/
* Form words using /kw/
* Associate the letter v with /v/
* Distinguish /v/ from other initial, medial, and final sounds
* Form words using /v/
* Create rhyming words
* Read high-frequency words
* Arrange a group of words in sentence order
* Identify four features of a sentence
* Self-assess a sentence for capitalization, spacing, end punctuation, and complete thought
 |
| 24 | 94–97 | 49–50 | 37–38 | * Draw a conclusion based on facts
* Identify clues in a listening selection
* Identify how thankfulness was communicated
* Associate /f/ with the letter f and the double letters ff
* Distinguish /f/ from other initial sounds
* Associate /ft/ with the letters ft
* Build word families
* Decode words with /f/
* Create sentences to communicate word meaning
* Read high-frequency words
* Identify the purpose and audience of a message
* Arrange a group of words in sentence order
* Self-assess a sentence for capitalization, spacing, punctuation, and complete thought
 |
| 25 | 98–101 | 51–52 | 39–40 | * Retell the events of a listening story according to the beginning, middle, and end
* Distinguish between the consonant sounds
* Distinguish between the vowel sounds
* Decode words
* Create sentences to communicate word meaning
* Read high-frequency words
* Explain what a noun names
* Form plural nouns by adding the suffix -s
 |
| 26 | 102–5 | 53–54 | 41–42 | * Distinguish helpful statements from hurtful statements
* Associate /j/ with the letter j
* Distinguish /j/ from other initial sounds
* Create sentences to communicate word meaning
* Decode words with /mp/
* Build word families
* Read high-frequency words
* Use a noun and a verb to write a caption for a picture
 |
| 27 | 106–9 | 55–56 | 43–44 | * Apply listening skills to a class discussion
* Associate /ks/ with the letter x
* Distinguish /ks/ from other final sounds
* Decode words with /ks/
* Associate /s/ with the double letters ss
* Build word families
* Read high-frequency words
* Use an action verb in a sentence
* Identify the action verb in a sentence
 |
| 28 | 110–13 | 57–58 | 45–46 | * Recall facts from an informational text listening selection
* Associate /y/ with the letter y
* Associate /z/ with the letter z and the double letters zz
* Distinguish /y/ from /z/
* Decode words with /y/
* Decode words with /z/
* Read high-frequency words
* Distinguish a singular noun from its plural form with the suffix -es
 |
| 29 | 114–17 | 59–60 | 47–48 | * Distinguish between initial, medial, and final sounds
* Decode word families
* Read high-frequency words
* Identify the beginning uppercase letter and end punctuation mark of a sentence
 |
| 30 | 118–19 |  |  | * Apply phonics and English skills presented in Lessons 1–25
 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
| --- | --- | --- | --- | --- |
| Unit 2 |
| 31 | 120–25 | 61–64 | 49–50 | * Identify an example of each of the four language skills
* Explain that good listening is hearing and obeying
* Distinguish hearing and obeying from hearing and disobeying
* Distinguish between the short vowel sounds
* Decode words with short vowel sounds
* Read high-frequency words
 |
| 32 | 126–29 | 65–66 | 51–52 | * Identify facts from an informational listening selection
* Distinguish between the final blends ld, lf, lk, lp, and lt
* Construct words with blends
* Classify words with and without blends
* Read high-frequency words
* Write the plural form of a noun ending in ss or x, using the suffix -es
 |
| 33 | 130–33 | 67–68 | 53–54 | * Distinguish between the final blends ct, pt, and xt
* Decode words with blends
* Read high-frequency words
* Recall that God uses sentences in the Bible
* Identify four features of a sentence
* Rewrite a sentence with an uppercase letter and period
 |
| 34 | 134–37 | 69–70 | 55–56 | * Recall facts and details from a listening selection
* Distinguish between the initial blends bl, cl, fl, gl, and pl
* Construct words with initial l blends
* Read high-frequency words
* Identify the one main idea in a sentence
* Identify a detail in a sentence
 |
| 35 | 138–41 | 71–72 | 57–58 | * Distinguish between the initial blends br, cr, dr, fr, gr, pr, and tr
* Distinguish between various initial blends
* Decode words with blends
* Construct words with initial blends
* Read high-frequency words
* Determine whether a group of words tells a complete thought
* Identify a sentence
 |
| 36 | 142–45 | 73–74 | 59–60 | * Apply good viewing habits
* Distinguish between the initial and final s blends
* Decode words with s blends
* Read high-frequency words
* Determine whether a group of words tells a complete thought
* Identify a complete thought
* Arrange a group of words in sentence order
* Self-assess a sentence for capitalization, spacing, punctuation, and complete thought
 |
| 37 | 146–49 | 75–76 | 61–62 | * Recall facts from a listening selection
* Decode words with s blends
* Construct words with initial s blends
* Distinguish between three-letter s blends
* Read high-frequency words
* Determine whether a noun is singular or plural
* Use the action verb with the suffix -s when the noun in the subject part is singular
* Use the action verb’s base word when the noun in the subject part is plural
* Choose the present-tense verb that completes a sentence
 |
| 38 | 150–53 | 77–78 | 63–64 | * Associate /sh/ with the letters sh
* Identify /sh/ as an initial, medial, or final sound
* Decode words with initial and final /sh/
* Read high-frequency words
* Use the suffix -es for an action verb ending with sh
* Choose the suffix -s or -es for a given action verb
 |
| 39 | 154–57 | 79–80 | 65–66 | * Dramatize words and actions from a poem as modeled
* Distinguish /sh/ from other final sounds
* Create words using /sh/
* Read high-frequency words
* Count the number of syllables in a word
* Conclude that the suffix -es adds a syllable to the base word
* Determine whether a noun is singular or plural
* Choose the present-tense verb that completes a sentence
 |
| 40 | 158–61 | 81–82 | 67–68 | * Identify /ch/ in a listening selection
* Distinguish /ch/ from /sh/
* Distinguish /nch/ from other final sounds
* Decode words with initial /ch/ and final /ch/
* Build word families
* Read high-frequency words
* Define compound word
* Construct a compound word from two given base words
 |
| 41 | 162–65 | 83–84 | 69–70 | * Distinguish /ng/ from other final sounds
* Decode words with final /ng/
* Build word families
* Classify words by word family
* Read high-frequency words
* Identify the two base words in a compound word
* Construct compound words from two base words
* Identify the number of syllables in a compound word
 |
| 42 | 166–69 | 85–86 | 71–72 | * Apply good viewing habits
* Identify the use of listening skills to follow directions
* Distinguish /ng/ from other medial and final sounds
* Distinguish /ng/ from /ngk/
* Decode words with /ngk/
* Build word families
* Create nonsense words
* Read high-frequency words
* Identify the two parts of a sentence
* Choose the naming part that completes a sentence
 |
| 43 | 170–73 | 87–88 | 73–74 | * Recall details from a poetry listening selection
* Distinguish between initial, medial, and final /th/
* Decode words with /th/
* Build word families
* Read high-frequency words
* Identify the two parts of a sentence
* Choose the action part that completes a sentence
 |
| 44 | 174–77 | 89–90 | 75–76 | * Formulate an introduction
* Distinguish /hw/ from /th/
* Decode words with /hw/
* Build word families
* Classify words by word family
* Read high-frequency words
* Use the suffix -es for an action verb ending with ss, x, or zz
* Determine whether a noun is singular or plural
* Choose the action verb that completes a sentence
 |
| 45 | 178–81 | 91–92 | 77–78 | * Recall facts and details from a listening selection
* Identify consonant digraphs within words
* Distinguish between consonant digraphs
* Identify the VC pattern in words
* Construct words with the suffixes -er and -est
* Identify the base word within a word that contains a suffix
* Decode words with -er and -est
* Construct comparative and superlative forms of adjectives
* Read high-frequency words
* Use the suffix -es for an action verb ending with sh, ss, x, or zz
 |
| 46 | 182–85 | 93–95 | 79–80 | * Summarize facts and details from a listening selection in chronological order
* Distinguish the digraph /th/ from other consonant sounds
* Construct words with the suffixes -ed and -ing
* Decode words with the suffixes -ed and -ing
* Determine the correct word for a context sentence
* Read high-frequency words
* Identify the naming part and action part of a sentence
* Identify a detail in a sentence
* Write a sentence
* Self-assess the sentence
 |
| 47 | 186–89 | 97–99 | 81–82 | * Explain that we listen to obey
* Distinguish a digraph from other initial, medial, and final sounds
* Construct words with the suffixes -ed and -ing
* Decode words with the suffixes -ed and -ing
* Read high-frequency words
* Identify the naming part and action part of a given sentence
* Compose a naming part for a sentence
* Add a detail to a sentence
* Write a sentence
* Self-assess the sentence
 |
| 48 | 190–93 | 99, 101–2 | 83–84 | * Identify ways to apply obedience to parents
* Construct words with the suffixes -ed and -ing
* Determine the need for a doubled consonant before a suffix
* Decode words with the suffixes -ed and -ing
* Read high-frequency words
* Identify the naming part and action part of a sentence
* Compose an action part for a sentence
* Write a sentence
* Self-assess the sentence
 |
| 49 | 194–97 | 103–5 | 85–86 | * Identify le as /әl/ at the end of a word
* Recognize that le words have two syllables
* Decode words ending in le
* Read high-frequency words
* Identify the naming part and action part of a sentence
* Plan the naming part and action part of an original sentence
* Compose an original sentence, including a detail
* Self-assess the sentence
 |
| 50 | 198–201 | 105–8 | 87–88 | * Apply good viewing habits
* Decode words ending in le
* Recognize that le words have two syllables
* Identify le as /әl/ at the end of a word
* Read high-frequency words
* Plan the naming part and action part of an original sentence
* Write an original sentence, including a detail
* Self-assess a sentence
 |
| 51 | 202–5 | 109–10 | 89–90 | * Identify the animal from a riddle
* Identify the suffix -ed as /t/
* Decode words using the suffix -ed as /t/
* Determine the correct word for a context sentence
* Read high-frequency words
* Identify Bible, Jesus, and God as proper nouns
* Rewrite a sentence, adding the uppercase letter and the period
* Capitalize the proper noun Bible in a sentence
 |
| 52 | 206–9 | 111–12 | 91–92 | * Apply good listening skills
* Identify a reason for journaling
* Distinguish the suffix -ed as /әd/ from -ed as /t/ or /d/
* Decode words using the suffix -ed
* Identify the base word in words containing the suffix -ed
* Read high-frequency words
* Apply good viewing habits
* Illustrate items from a nature scene
 |
| 53 | 210–13 | 113–14 | 93–94 | * Identify facts from a listening selection
* Distinguish among the short vowel sounds
* Decode words with the short vowel sounds
* Classify words by word family
* Comprehend sentence meaning
* Read high-frequency words
* Explain that one purpose of journaling is to record specific information
* Write an original sentence to complete a journal entry
 |
| 54 | 214–17 | 115–16 | 95–96 | * Identify initial sounds
* Identify medial sounds
* Identify final sounds
* Comprehend sentence meaning
* Read high-frequency words
* Rewrite a sentence with correct capitalization and punctuation
* Self-assess the sentence
 |
| 55 | 218–19 |  |  | * Apply phonics and English skills presented in Lessons 1–49
 |

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| --- | --- | --- | --- | --- |
| Unit 3 |
| 56 | 220–25 | 117–20 | 97–98 | * Determine whether a child in a given scenario is speaking God’s way
* Distinguish between short vowel sounds
* Decode words with short vowel sounds
* Distinguish between long vowel sounds
* Read high-frequency words
 |
| 57 | 226–29 | 121–22 | 99–100 | * Associate /ā/ with the letter a
* Distinguish /ă/ from /ā/
* Decode words with /ā/
* Construct words with /ā/
* Build word families
* Classify words by word family
* Read high-frequency words
* Identify the two base words in a compound word
* Construct compound words from two base words
* Identify the number of syllables in a compound word
 |
| 58 | 230–33 | 123–24 | 101–2 | * Associate /ī/ with the letter i
* Distinguish /ĭ/ from /ī/
* Decode words with /ī/
* Construct words with /ī/
* Build word families
* Read high-frequency words
* Identify the name of a person as a proper noun
* Write a proper noun naming a person
 |
| 59 | 234–37 | 125–26 | 103–4 | * Apply good viewing habits
* Associate /ō/ with the letter o
* Distinguish /ŏ/ from /ō/
* Decode words with /ō/
* Construct words with /ō/
* Build word families
* Read high-frequency words
* Identify the name of a place as a proper noun
 |
| 60 | 238–41 | 127–28 | 105–6 | * Identify an alternate means of reading for those who cannot see
* Associate /ū/ with the letter u
* Distinguish /ŭ/ from /ū/
* Decode words with /ū/
* Construct words with /ū/
* Build word families
* Classify words according to their vowel sound
* Read high-frequency words
* Illustrate a personal example of obeying God’s words when speaking to parents
* Write a caption for an original illustration in a journal entry
 |
| 61 | 242–45 | 129–30 | 107–8 | * Identify ways technology can be used to help the blind
* Distinguish between /ā/, /ī/, /ō/, and /ū/
* Decode words with /ā/, /ī/, /ō/, and /ū/
* Read high-frequency words
* Recall that a verb can tell an action that happens now
* Choose the present-tense verb that completes a sentence
 |
| 62 | 246–49 | 131–32 | 109–10 | * Identify long vowels within a word
* Construct words with suffixes -ed and -ing
* Decode words with suffixes -ed and -ing
* Read high-frequency words
* Produce a sentence using a now verb
* Identify a verb as telling an action that happened in the past
* Add the suffix -ed to show past action
* Choose the past-tense verb that completes a sentence
 |
| 63 | 250–53 | 133–34 | 111–12 | * Identify the short- or long-vowel pattern within a word
* Identify the base word within a word that contains a suffix
* Decode words with the suffixes -ed and -ing
* Classify short- and long-vowel words with suffixes
* Read high-frequency words
* Explain that a present-tense verb tells action that happens now
* Explain that a past-tense verb tells action that happened in the past
* Distinguish between present- and past-tense verbs
* Choose the verb that completes a sentence
 |
| 64 | 254–57 | 135–36 | 113–14 | * Use sign language to communicate selected letters or words
* Identify short and long vowels within a word with a suffix
* Decode words with the suffixes -ed and -ing
* Identify the base word within a word that contains a suffix
* Demonstrate meanings of words ending in -ed and -ing
* Read high-frequency words
* Identify the topic of a paragraph
 |
| 65 | 258–61 | 137–38 | 115–16 | * Distinguish /ă/ from /ā/
* Construct words with vowel pattern ai
* Decode words with the vowel pattern ai
* Read high-frequency words
* Identify the topic of a paragraph
* Identify the topic sentence and detail sentences in a paragraph
 |
| 66 | 262–65 | 139–40 | 117–18 | * Tell how the bicycle has changed
* Distinguish /ă/ from /ā/
* Construct words with the vowel pattern ay
* Decode words with the vowel pattern ay
* Read high-frequency words
* Identify the topic of a paragraph
* Identify the topic sentence and detail sentences of a paragraph
* Identify details about a shared activity
 |
| 67 | 266–69 | 141–42 | 119–20 | * Distinguish /ĕ/ from /ē/
* Construct open-syllable words with /ē/
* Decode open-syllable words with the vowel pattern e
* Classify words according to their vowel and consonant patterns
* Read high-frequency words
* Compose a topic sentence together
* Compose a detail sentence together, using a planning chart
 |
| 68 | 270–73 | 143–44 | 121–22 | * Apply good viewing habits
* Recall facts and details
* Distinguish /ĕ/ from /ē/
* Construct words with the vowel patterns ee and ea
* Decode words with the vowel patterns ee and ea
* Classify words according to their short and long vowel sounds
* Read high-frequency words
* Compose an original detail sentence
* Choose a noun to complete a naming part
* Choose an action verb to complete an action part
 |
| 69 | 274–77 | 145–46 | 123–24 | * Retell bicycle safety rules
* Decode words with /ē/ vowel patterns and other long vowel patterns
* Identify different word families that rhyme
* Read high-frequency words
* Self-assess a sentence
* Illustrate a paragraph
 |
| 70 | 278–81 | 147–48 | 125–26 | * Retell instructions clearly
* Tell someone to do something with clear instructions
* Distinguish short and long vowels in words with suffixes
* Decode words with various vowel patterns and suffixes
* Read high-frequency words
* Use an adjective that describes color, shape, or size
* Choose an adjective that describes how something looks
 |
| 71 | 282–85 | 149–50 | 127–28 | * Recall facts and details from a listening activity
* Distinguish /ē/ from other final sounds
* Decode words ending with y as /ē/
* Read high-frequency words
* Classify an adjective as describing color, shape, or size
* Choose an adjective that describes how something looks
 |
| 72 | 286–89 | 151–52 | 129–30 | * Repeat Psalm 100 with correct volume and pacing
* Decode words ending with y as /ē/
* Determine the correct word for a context sentence
* Read high-frequency words
* Classify an adjective as describing color, shape, or size
* Choose an adjective that describes how something looks
 |
| 73 | 290–93 | 153–54 | 131–32 | * Apply good viewing habits
* Distinguish between words with short and long vowel sounds
* Decode words with /ā/ and /ē/ vowel patterns
* Classify words by word family
* Read high-frequency words
* Identify the naming part and the action part of a sentence
* Choose a naming part to complete a sentence
* Choose an action part to complete a sentence
 |
| 74 | 294–97 | 155–56 | 133–34 | * Apply good viewing habits
* Construct words with the vowel pattern ie
* Decode words with /ī/ vowel patterns
* Classify words by word family
* Read high-frequency words
* Identify the present-tense linking verb is or are in a sentence
* Arrange a group of words in sentence order
* Self-assess the sentence
 |
| 75 | 298–301 | 157–58 | 135–36 | * Dramatize a rhyming poem with actions
* Distinguish /ī/ from /ē/
* Decode words ending with /ī/ spelled with a y
* Read high-frequency words
* Recall that is and are are present-tense linking verbs
* Recall that a linking verb does not tell action
* Identify the past-tense linking verb was or were in a sentence
* Arrange a group of words in sentence order
* Self-assess the sentence
 |
| 76 | 302–5 | 159–60 | 137–38 | * Recall facts and details from a listening selection
* Distinguish /ī/ from other vowel sounds
* Construct words with the vowel pattern igh
* Decode words with /ī/ spelled igh
* Distinguish rhyming words from nonrhyming words
* Read high-frequency words
* Determine whether a noun is singular or plural
* Choose the linking verb is or was when the noun in the naming part is singular
* Choose the linking verb are or were when the noun in the naming part is plural
 |
| 77 | 306–9 | 161–62 | 139–40 | * Distinguish between y as /ī/ and y as /ē/
* Construct words with the vowel pattern igh
* Identify words with /ī/ and /ē/ patterns
* Read high-frequency words
* Determine whether a noun is singular or plural
* Choose the action verb with the suffix -s when the noun in the naming part is singular
* Choose the action verb’s base word when the noun in the naming part is plural
 |
| 78 | 310–13 | 163–64 | 141–42 | * Distinguish /ĭ/ from /ī/
* Decode words with /ī/ vowel patterns
* Classify words by vowel pattern
* Read high-frequency words
* Identify the topic of a paragraph
* Identify the parts of a paragraph
 |
| 79 | 314–17 | 165–66 | 143–44 | * Distinguish /ŏ/ from /ō/
* Construct words with the vowel patterns oa and oe
* Decode words with /ō/ vowel patterns
* Read high-frequency words
* Explain what a description tells
* Identify details about a topic
 |
| 80 | 318–21 | 167–69 | 145–46 | * Construct words with the vowel pattern ow
* Decode words with /ō/ vowel patterns
* Read high-frequency words
* Identify the purpose and audience of a descriptive paragraph
* Compose a topic sentence and a detail sentence in the Draft step
 |
| 81 | 322–25 | 169, 171–72 | 147–48 | * Apply good viewing habits
* Decode words with /ā/, /ē/, /ī/, /ō/, and /ū/
* Read high-frequency words
* Compose two detail sentences to complete the Draft step
 |
| 82 | 326–29 | 169, 173–75 | 149–50 | * Distinguish /sh/ from /ch/
* Decode words with /sh/ and /ch/
* Distinguish rhyming words from nonrhyming words
* Read high-frequency words
* Explain the purpose of proofreading
* Evaluate capitalization, punctuation, and spelling for the descriptive paragraph in the Proofread step
* Use the appropriate proofreading marks to indicate changes
 |
| 83 | 330–33 | 177–79 | 151–52 | * Identify a prayer request as a need
* Decode words with /ō/ vowel patterns
* Identify base words within words containing suffixes
* Classify words by word family
* Read high-frequency words
* Produce a final copy of the description in the Publish step
 |
| 84 | 334–37 | 179, 181–82 | 153–54 | * Identify a prayer request as a need that others may have
* Distinguish /ŭ/ from /ū/
* Decode words with /ŭ/ and /ū/ vowel patterns
* Construct words with the vowel pattern ue
* Read high-frequency words
* Complete the Publish step
* Illustrate the paragraph
 |
| 85 | 338–41 | 183–84 | 155–56 | * Distinguish /ŭ/ from /ū/
* Recognize that le words have two syllables
* Decode short- and long-vowel words ending in le
* Read high-frequency words
* Interpret a number word or an article as telling how many
 |
| 86 | 342–45 | 185–86 | 157–58 | * Distinguish words with short vowels from words with long vowels
* Identify the vowel sound in the first syllable of words ending in le
* Read high-frequency words
* Distinguish a period from a question mark
* Distinguish a statement from a question
* Arrange a group of words in sentence order
* Self-assess the sentence
 |
| 87 | 346–49 | 187–88 | 159–60 | * Predict the outcome
* Verify the prediction
* Construct words with suffixes -ed and -ing
* Decode words with short and long vowels
* Classify words based on their long or short vowel sounds
* Read high-frequency words
* Identify a sentence as a statement, a question, or an exclamation
* Punctuate the three kinds of sentences correctly
* Write a question correctly
* Self-assess the sentence
 |
| 88 | 350–53 | 189–90 | 161–62 | * Distinguish /s/ from /k/ in words beginning with letter c
* Recall that e, i, and y follow soft c
* Read high-frequency words
* Identify a sentence as a statement, a question, or an exclamation
* Punctuate the three kinds of sentences correctly
* Write an exclamation correctly
* Self-assess the sentence
 |
| 89 | 354–57 | 191–92 | 163–64 | * Recall facts and details from a video
* Distinguish words beginning with hard c from words beginning with soft c
* Decode soft c words
* Read high-frequency words
* Illustrate and write sentences in a journal entry
 |
| 90 | 358–61 | 193–94 | 165–66 | * Distinguish short vowel sounds from long vowel sounds
* Decode words with long-vowel patterns
* Comprehend sentence meaning
* Read high-frequency words
* Arrange a group of words in sentence order
* Self-assess the sentence
 |
| 91 | 362–63 |  |  | * Apply phonics and English skills presented in Lessons 1–87
 |

| Lesson  | Teacher Edition  | Worktext  | Activities | Objectives |
| --- | --- | --- | --- | --- |
| Unit 4 |
| 92 | 364–69 | 195–98 | 167–68 | * Recall that the ability to use language skills is God-given
* Read and follow written directions
* Recall that e, i, and y follow soft c
* Recall letters in alphabetical order
* Distinguish /s/ from /k/ in words beginning with letter c
* Read high-frequency words
 |
| 93 | 370–73 | 199–200 | 169–70 | * Distinguish /är/ from other vowel sounds
* Decode words with /är/
* Compare words with /är/ with words containing the letters ra
* Construct words using /är/
* Read high-frequency words
* Identify the relationship of synonyms
* Identify pairs of synonyms
 |
| 94 | 374–77 | 201–2 | 171–72 | * Distinguish /är/ from /ă/ and /ā/
* Decode words with /är/
* Classify words by word family
* Read high-frequency words
* Identify the singular pronoun that can replace a given noun
* Identify the singular pronoun in the naming part of a sentence
 |
| 95 | 378–81 | 203–4 | 173–74 | * Distinguish /ôr/ from other vowel sounds
* Construct words with /ôr/
* Decode words with /ôr/
* Compare words with /ôr/ with words containing the letters ro
* Read high-frequency words
* Use the pronoun I in the naming part of a sentence
* Use the pronoun I correctly when referring to oneself
 |
| 96 | 382–85 | 205–6 | 175–76 | * Apply good viewing habits
* Distinguish /är/ from /ôr/
* Decode words with /är/ and /ôr/
* Compare words with /är/ or /ôr/ with words containing the letters ra or ro
* Analyze words in the context of a sentence
* Read high-frequency words
* Choose a plural pronoun to complete the naming part of a sentence
* Identify the plural pronoun that can replace the naming part of a sentence
 |
| 97 | 386–89 | 207–8 | 177–78 | * Decode words with /ā/, /ō/, /är/, and /ôr/
* Classify words by word family
* Analyze words in the context of a sentence
* Classify words by r-influenced vowel pattern
* Read high-frequency words
* Identify the subject part of a sentence
* Identify the verb part of a sentence
* Choose the subject part that completes a sentence
 |
| 98 | 390–93 | 209–10 | 179–80 | * Recall details and facts from a listening selection
* Distinguish er /ûr/ from other vowel sounds
* Construct words with /ûr/ spelled er
* Decode words with /är/, /ôr/, and /ûr/ spelled er
* Read high-frequency words
* Identify the topic sentence and detail sentences in a paragraph
 |
| 99 | 394–97 | 211–12 | 181–82 | * Recall details and facts from a listening selection
* Distinguish ur /ûr/ from other vowel sounds
* Decode words with /är/, /ôr/, and /ûr/ spelled er or ur
* Read high-frequency words
* Compose the topic sentence for a paragraph
* Complete a graphic organizer in the Plan step
 |
| 100 | 398–401 | 213–15 | 183–84 | * Decode words with /är/, /ôr/, and /ûr/
* Distinguish ir /ûr/ from other vowel sounds
* Construct words with /ûr/ spelled ir
* Read high-frequency words
* Compose one detail sentence about a topic in the Draft step
 |
| 101 | 402–5 | 215, 217–18 | 185–86 | * Identify /ûr/ in words
* Form words with r-influenced vowels
* Read high-frequency words
* Compose two detail sentences to complete the Draft step
 |
| 102 | 406–9 | 215, 219–20 | 187–88 | * Decode words with r-influenced vowels
* Distinguish r-influenced vowels from other vowel patterns
* Classify words by vowel pattern
* Read high-frequency words
* Evaluate a paragraph for clarity in the Revise step
* Use the appropriate proofreading marks to indicate changes
 |
| 103 | 410–13 | 215, 221–22 | 189–90 | * Distinguish between r-influenced vowel patterns
* Decode words with r-influenced vowels
* Form words and compound words with r-influenced vowels
* Read high-frequency words
* Evaluate capitalization, punctuation, and spelling for the personal story in the Proofread step
* Use the appropriate proofreading marks to indicate change
 |
| 104 | 414–17 | 223–25 | 191–92 | * Classify words by r-influenced pattern
* Alphabetize words
* Decode words with r-influenced vowels in a context sentence
* Read high-frequency words
* Produce a final copy of the personal story in the Publish step
 |
| 105 | 418–21 | 225, 227–28 | 193–94 | * Decode words with various vowel patterns
* Distinguish between rhyming words and nonrhyming words
* Construct nonsense words that match a given word family
* Read high-frequency words
* Complete the Publish step
* Illustrate the paragraph
 |
| 106 | 422–25 | 229–30 | 195–96 | * Describe snow activities using appropriate volume
* Decode words with /ŏ/ and /ō/
* Distinguish /oo/ from other vowel sounds
* Decode words with /oo/
* Classify words with /oo/ by word family
* Read high-frequency words
* Identify the letter that is left out to form a contraction
* Identify the contraction formed from two given words
 |
| 107 | 426–29 | 231–32 | 197–98 | * Discuss safety during thunderstorms
* Distinguish /oo/ from other vowel sounds
* Decode words with /oo/
* Choose words to match definitions
* Read high-frequency words
* Identify the letter that is left out to form a contraction
* Identify the contraction formed from two given words
 |
| 108 | 430–33 | 233–34 | 199–200 | * Discuss safety during tornadoes
* Distinguish /oo/ from other vowel sounds
* Decode words with /oo/ and /oo/
* Choose words to match definitions
* Read high-frequency words
* Use a singular possessive noun in a phrase
* Interpret a singular possessive noun in context
 |
| 109 | 434–37 | 235–36 | 201–2 | * Discuss safety during a hurricane
* Distinguish /oo/ from /oo/
* Create words with /oo/ and /oo/
* Read high-frequency words
* Use a singular possessive noun in a phrase
* Interpret a singular possessive noun in context
 |
| 110 | 438–41 | 237–38 | 203–4 | * Recall weather safety tips
* Decode words with various vowel patterns
* Distinguish /oo/ from /oo/
* Read high-frequency words
* Identify the two nouns in a comparison
* Use the suffix -er to compare two nouns
 |
| 111 | 442–45 | 239–40 | 205–6 | * Tell about following God’s instructions
* Distinguish between /är/, /ôr/, and /ûr/
* Analyze vowel patterns to identify word families, rhymes, and hard and soft consonant sounds
* Read high-frequency words
* Identify the nouns in a comparison of two nouns
* Use the suffix -er to compare two nouns
* Identify the nouns in a comparison of more than two nouns
* Use the suffix -est to compare more than two nouns
 |
| 112 | 446–49 | 241–43 | 207–8 | * Identify community places
* Decode words with various o vowel patterns and sounds
* Decode words with /ou/
* Form words with /ou/
* Read high-frequency words
* Identify examples of capitalization and rhyming words in poetry
* Identify words that rhyme with a given word
 |
| 113 | 450–53 | 245–46 | 209–10 | * Identify people who serve the community
* Decode words with /ou/
* Distinguish /ou/ from other vowel sounds
* Form words with /ou/
* Distinguish words that rhyme from words that do not rhyme
* Read high-frequency words
* Write a sentence to complete a weather poem in the Draft step
 |
| 114 | 454–57 | 247–48 | 211–12 | * Identify more community helpers
* Distinguish /j/ from /g/
* Decode words with a soft g
* Identify that e, i, and y come after soft g
* Decode words with /ôr/ spelled oar
* Read high-frequency words
* Evaluate capitalization, punctuation, and spelling in the Proofread step
* Write the final copy of the weather poem in the Publish step
* Illustrate the poem
 |
| 115 | 458–61 | 249–50 | 213–14 | * Identify /j/ as an initial or final sound
* Decode words with various vowel and consonant sounds
* Analyze words to determine which words contain similar sound patterns
* Read high-frequency words
* Identify the name of a month as a proper noun
* Identify a month that is correctly capitalized
 |
| 116 | 462–65 | 251–52 | 215–16 | * Distinguish between rhyming words and nonrhyming words
* Decode words with soft c and g
* Read high-frequency words
* Identify the name of a day of the week as a proper noun
* Identify a day of the week that is correctly capitalized
* Self-assess the sentence
 |
| 117 | 466–69 | 253–54 | 217–18 | * Distinguish /oi/ from other vowel sounds
* Decode words with /oi/
* Form words with /oi/
* Choose words to match definitions
* Read high-frequency words
* Identify the name of a holiday as a proper noun
* Identify a holiday correctly capitalized
 |
| 118 | 470–73 | 255–56 | 219–20 | * Distinguish /oi/ from other vowel sounds
* Decode words with the various o vowel patterns
* Classify words by word family
* Read high-frequency words
* Choose the present- or past-tense action verb that completes a sentence
* Choose the subject part that completes a sentence
* Self-assess the sentence
 |
| 119 | 474–77 | 257–58 | 221–22 | * Decode words with various o vowel patterns
* Read high-frequency words
* Choose the present- or past-tense linking verb that completes a sentence
* Choose the subject part that completes a sentence
 |
| 120 | 478–81 | 259–60 | 223–24 | * Distinguish /ô/ from other vowel sounds
* Decode words with /ô/
* Form words with /ô/
* Classify words by word family
* Read high-frequency words
* Compose a journal entry that tells about a holiday
 |
| 121 | 482–85 | 261–62 | 225–26 | * Decode words with /är/, /ôr/, /ûr/, /oo/, /oo/, /ou/, and /oi/
* Decode words with soft and hard c and soft and hard g
* Comprehend words within the context of a sentence
* Read high-frequency words
* Choose the subject part that completes a sentence
* Self-assess the sentence
 |
| 122 | 486–87 |  |  | * Apply phonics and English skills presented in Lessons 1–121
 |

| Lesson  | Teacher Edition  | Worktext  | Activities | Objectives |
| --- | --- | --- | --- | --- |
| Unit 5 |
| 123 | 488–93 | 263–66 | 227–28 | * Identify writing a thank-you note as a way to express thankfulness
* Identify the audience and purpose of a thank-you note
* Complete a graphic organizer in the Plan step
* Distinguish between /ô/, /oi/, and /ou/
* Distinguish between soft and hard c and g
* Decode words with the soft and hard c and g sounds
* Read high-frequency words
 |
| 124 | 494–97 | 267–69 | 229–30 | * Retell facts and details from a listening selection
* Decode words with the various o vowel patterns
* Build word families
* Read high-frequency words
* Compose a thank-you note in the Draft step
 |
| 125 | 498–501 | 269, 271–72 | 231–32 | * Distinguish between the hard and soft c sounds
* Decode words with the hard and soft c sounds
* Read high-frequency words
* Evaluate the thank-you note for clarity in the Revise step
* Evaluate capitalization, punctuation, and spelling for the thank-you note in the Proofread step
* Use the appropriate proofreading marks to indicate changes
 |
| 126 | 502–5 | 273–74 | 233–34 | * Identify facts and details from a listening selection
* Distinguish between the hard and soft g sounds
* Decode words with the hard and soft g sounds
* Read high-frequency words
* Write the final copy of the thank-you note in the Publish step
 |
| 127 | 506–9 | 275–76 | 235–36 | * Identify facts and details from a listening selection
* Distinguish short vowel sounds from long vowel sounds
* Decode words with short and long vowels
* Identify words with two syllables
* Read high-frequency words
* Illustrate the thank-you note to complete the Publish step
 |
| 128 | 510–13 | 277–78 | 237–38 | * Distinguish /j/ from /g/
* Construct words with /j/ spelled dge
* Decode words with /j/
* Read high-frequency words
* Explain the relationship between antonyms
* Identify an antonym for a given word
* Choose the antonym that completes a sentence
 |
| 129 | 514–517 | 279–80 | 239–40 | * Distinguish /ch/ from other consonant sounds
* Construct words with /ch/ spelled tch
* Decode words with /ch/
* Read high-frequency words
* Identify the suffix -ly
* Explain that an adverb can tell how an action happens
* Choose the adverb that completes a sentence
 |
| 130 | 518–21 | 281–82 | 241–42 | * Distinguish between initial l and r blends
* Decode words with the augh, igh, dge, and tch patterns
* Decode words with initial l and r blends
* Read high-frequency words
* Recall that an adjective describes a noun
* Identify the suffix -y
* Choose the adjective that completes a sentence
 |
| 131 | 522–25 | 283–84 | 243–44 | * Identify facts and details from a listening selection
* Decode words with silent letters
* Decode words with /ô/
* Read high-frequency words
* Expand a sentence by adding an adverb that tells how
* Write an expanded sentence using an adjective
 |
| 132 | 526–29 | 285–86 | 245–46 | * Recall facts and details from a poem
* Distinguish between /ŏ/ and /oo/, /ou/ and /ô/
* Decode words with /ô/
* Read high-frequency words
* Compose a journal entry about a favorite song
 |
| 133 | 530–33 | 287–88 | 247–48 | * Decode words with /âr/, /är/, /ôr/, and /ûr/
* Distinguish /âr/ from other vowel sounds
* Identify r-influenced vowel sounds
* Build word families
* Read high-frequency words
* Define fragment
* Distinguish a fragment from a sentence
* Rewrite a sentence using correct capitalization and punctuation
* Self-assess the sentence
 |
| 134 | 534–37 | 289–90 | 249–50 | * Identify facts and details from a listening selection
* Analyze rhyming words in the context of a sentence
* Decode words with /ô/
* Decode words with /f/ spelled ph
* Identify syllables in words
* Read high-frequency words
* Distinguish a fragment from a sentence
* Choose a subject part or a verb part to complete a sentence
* Self-assess the sentence
 |
| 135 | 538–41 | 291–92 | 251–52 | * Identify facts and details from a listening selection
* Decode words with /f/ spelled ph
* Decode words with igh and augh
* Choose homophones
* Read high-frequency words
* Determine whether an action verb is present or past tense
* Choose the present- or past-tense action verb that completes a sentence
 |
| 136 | 542–45 | 293–94 | 253–54 | * Recall that written words should please God
* Use words that encourage others
* Identify syllables in words
* Decode words that rhyme
* Read high-frequency words
* Use a future-tense verb in a sentence
* Identify the future-tense verb that completes a sentence
 |
| 137 | 546–49 | 295–96 | 255–56 | * Use appropriate volume and pacing when reading “Humpty Dumpty”
* Distinguish /ô/ from other vowel sounds
* Decode words with /ô/
* Form words with /ô/
* Read high-frequency words
* Identify the present-, past-, or future-tense verb in a sentence
* Choose the verb part that completes a sentence
 |
| 138 | 550–53 | 297–98 | 257–58 | * Distinguish /ô/ from other vowel sounds
* Decode words with various vowel sounds and patterns
* Classify words into word families
* Read high-frequency words
* Identify pairs of synonyms
 |
| 139 | 554–57 | 299–300 | 259–60 | * Identify rhyming words
* Distinguish between various ending consonant blends
* Construct words with suffixes
* Decode words with ending consonant blends
* Read high-frequency words
* Use a preposition to help tell where
 |
| 140 | 558–61 | 301–2 | 261–62 | * Identify facts and details from a listening selection
* Distinguish /tw/ from other beginning consonant sounds
* Decode words with initial consonant blend tw and digraphs sh and ch
* Identify rhyming words
* Identify homophones
* Read high-frequency words
* Identify the singular pronoun that replaces a noun in the subject part of a sentence
* Use the pronoun I correctly when referring to oneself
* Identify the plural pronoun that replaces the subject part of a sentence
 |
| 141 | 562–65 | 303–4 | 263–64 | * Distinguish between /oi/, /är/, and /ôr/
* Decode words with ly, /oi/, /är/, and /ôr/
* Read high-frequency words
* Identify nouns in a series of words
* Pause at each comma when reading nouns in a series aloud
 |
| 142 | 566–69 | 305–7 | 265–66 | * Identify the audience and purpose of a psalm
* Identify wording that expresses praise or thankfulness in a verse from a psalm
* Identify the base word in words with suffixes and prefixes
* Distinguish between opposites formed with the prefix un-
* Read high-frequency words
* Complete a planning chart for a poem in the Plan step
* Dictate words or phrases that name things for which to praise/thank God
 |
| 143 | 570–73 | 308–10 | 267–68 | * Identify the audience and purpose of a hymn text
* Identify wording that expresses praise or thankfulness to God in a hymn text
* Decode words with prefixes
* Identify the prefix in a word
* Identify the location for syllabication in words with prefixes
* Read high-frequency words
* Write a non-rhyming poem of praise and thankfulness to God in the Draft step
 |
| 144 | 574–77 | 311–12 | 269–70 | * Classify a word by having a prefix or suffix
* Identify the correct prefix for a given word
* Read high-frequency words
* Evaluate the poem draft for word choice in the Revise step
* Evaluate capitalization, punctuation, and spelling in the Proofread step
* Write the final copy of the poem in the Publish step
 |
| 145 | 578–81 | 313–14 | 271–72 | * Decode words with various vowel sounds and patterns
* Decode words with consonant blends and digraphs
* Decode words with suffixes
* Read high-frequency words
* Choose the verb part that completes a given sentence
* Self-assess the sentence
 |
| 146 | 582–83 |  |  | * Apply phonics and English skills presented in Lessons 1–140
 |

| Lesson  | Teacher Edition  | Worktext  | Activities | Objectives |
| --- | --- | --- | --- | --- |
| Unit 6 |
| 147 | 584–89 | 315–18 | 273–74 | * State an example of the use of one of the four language skills
* Identify two choices that lead to using words wisely
* Create a biblical verbal response to a given scenario
* Distinguish /oo/ from /oo/
* Decode words with \_air and \_are
* Decode y as /ē/ and y as /ī/
* Read high-frequency words
 |
| 148 | 590–93 | 319–20 | 275–76 | * Explain why people need to read God’s Word
* Decode words with /ē/ and /ī/
* Construct words with /ē/ spelled ie
* Identify the correct usage of suffixes -er and -est within a sentence
* Read high-frequency words
* Distinguish a fragment from a sentence
* Identify the subject part and the verb part of a sentence
* Compose an original sentence from a fragment
* Self-assess the sentence
 |
| 149 | 594–97 | 321–22 | 277–78 | * Describe items using adjectives
* Identify vowel patterns
* Decode words with /ē/ spelled ie
* Decode words with r-influenced vowels
* Read high-frequency words
* Distinguish a singular noun from a plural noun
* Choose the action verb that shows subject-verb agreement
 |
| 150 | 598–601 | 323–24 | 279–80 | * Recall facts and details from a listening selection
* Decode words ending in y with suffixes -es and -ed
* Distinguish a singular noun from a plural noun
* Choose the linking verb that shows subject-verb agreement
 |
| 151 | 602–5 | 325–26 | 281–82 | * Recall facts and details from a listening selection
* Decode words with suffixes
* Decode words with /ĕ/ and /ē/
* Build word families
* Read high-frequency words
* Alphabetize words to the second letter
* Identify a preposition that tells where
* Choose the preposition that completes a sentence
 |
| 152 | 606–9 | 327–29 | 283–84 | * Decode words with /ī/ in closed syllables
* Build word families
* Read high-frequency words
* Identify details about a topic
 |
| 153 | 610–13 | 330–32 | 285–86 | * Decode words with /ō/ in closed syllables
* Build word families
* Read high-frequency words
* Explain what a biography tells
* Identify the use of uppercase letters in a title
* Identify the topic sentence and detail sentences in a biographical paragraph
 |
| 154 | 614–17 | 333–35 | 287–88 | * Decode words with silent letters
* Decode words with /ī/ and /ō/ in closed syllables
* Decode words with suffixes
* Read high-frequency words
* Alphabetize words to the second letter
* Participate in shared research activities
* Identify relevant facts about a report topic using research
* Record a fact about a report topic on a graphic organizer in the Plan step
 |
| 155 | 618–21 | 335, 337–38 | 289–90 | * Compare and contrast facts and details from a listening selection
* Decode words with silent gh, l, and w
* Identify rhyming words
* Identify homophones
* Participate in shared research activities
* Identify relevant facts about a report topic using research
* Record facts about a report topic on a graphic organizer to complete the Plan step
 |
| 156 | 622–25 | 339–42 | 291–92 | * Distinguish between various s blends
* Distinguish words with silent k from words with /k/
* Decode words with the silent k in kn
* Read high-frequency words
* Write a title and a topic sentence for a report in the Draft step
 |
| 157 | 626–29 | 341–44 | 293–94 | * Identify rhythm in poetry
* Decode words with silent consonants l, w, k, b
* Distinguish real words from nonsense words
* Read high-frequency words
* Write detail sentences for the report in the Draft step
 |
| 158 | 630–33 | 341–42, 345–46 | 295–96 | * Identify the important events from a listening selection
* Distinguish between various words with /oo/
* Decode words with /oo/ spelled ew
* Create context sentences for words with /oo/
* Read high-frequency words
* Evaluate the paragraph for clarity in the Revise step
* Use proofreading marks to indicate revisions
 |
| 159 | 634–37 | 341–42, 347–48 | 297–98 | * Relate an experience of losing a tooth
* Decode words with /oo/
* Analyze words in the context of a sentence
* Read high-frequency words
* Evaluate capitalization, punctuation, and spelling for the paragraph in the Proofread step
* Use proofreading marks to indicate corrections
 |
| 160 | 638–41 | 349–52 | 299–300 | * Identify facts and details from a listening selection
* Decode words with silent consonants and words with long-vowel patterns
* Identify a word that matches a context clue
* Read high-frequency words
* Produce the final copy of the report in the Publish step
* Create a report cover
 |
| 161 | 642–45 | 351–54 | 301–2 | * Recall facts and details from a listening selection
* Decode words with r-influenced vowel patterns
* Decode words with silent consonants
* Identify the location for syllabication between alike medial consonants
* Read high-frequency words
* Complete the Publish step for a report
* Illustrate the biography
 |
| 162 | 646–49 | 355–56 | 303–4 | * Identify details from a listening selection
* Decode words with a long vowel and two consonants
* Read high-frequency words
* Identify the contraction formed from a given word or words
* Identify the letter or letters left out to form a contraction
* Use a contraction in an original sentence
 |
| 163 | 650–53 | 357–58 | 305–6 | * Identify the number of syllables in words ending in y
* Decode words with /ē/ or /ī/ spelled with y ending
* Read high-frequency words
* Identify the contraction formed from a given word or words
* Identify the letter or letters left out to form a contraction
* Identify the contraction that completes a sentence
 |
| 164 | 654–57 | 359–60 | 307–8 | * Evaluate the decision of the main character in a listening selection
* Decode words with /ĕ/ spelled ea
* Identify the location for syllabication within words with two middle consonants
* Identify that a suffix can be a separate syllable
* Read high-frequency words
* Distinguish between a statement, a question, and an exclamation
* Punctuate a sentence correctly
* Write an original sentence
* Read a sentence aloud using appropriate expression
* Self-assess the sentence
 |
| 165 | 658–61 | 361–63 | 309–10 | * Formulate questions based on a listening selection
* Construct words with suffixes
* Decode words from various word families
* Read high-frequency words
* Compose sentences that tell something learned about the use of words
 |
| 166 | 662–65 | 364–66 | 311–12 | * Tell three details concerning a pet
* Decode words ending with /ī/ spelled with y
* Distinguish soft g from hard g
* Decode words with various vowel sounds
* Read high-frequency words
* Apply good speaking and listening skills in a pair-share activity
 |
| 167 | 666–69 | 367–68 | 313–14 | * Decode words with /âr/ spelled air or are
* Construct words with suffixes -es and -ed added to words ending in y
* Read high-frequency words
* Identify the comparisons in an analogy
* Complete an analogy
 |
| 168 | 670–73 | 369–70 | 315–16 | * Recall facts from a listening selection
* Tell about a favorite place while staying on topic
* Identify the location for syllabication
* Decode words with various vowel sounds
* Read high-frequency words
* Identify the comparisons in an analogy
* Complete an analogy
 |
| 169 | 674–77 | 371–72 | 317–18 | * Identify initial blends with l and r
* Decode words with various vowel sounds
* Read high-frequency words
* Distinguish between singular and plural nouns
* Choose the singular or plural noun that completes a sentence
 |
| 170 | 678–81 | 373–74 | 319–20 | * Decode words with r-influenced vowels
* Identify suffixes and prefixes in words
* Read high-frequency words
* Identify the proper noun in a sentence
* Identify the possessive noun in a sentence
 |
| 171 | 682–85 | 375–76 | 321–22 | * Tell about a favorite item
* Apply good speaking skills
* Apply good listening skills
* Decode words with long-vowel patterns
* Decode words with initial consonant blends
* Read high-frequency words
* Choose the adjective that completes a sentence
* Choose the adjective that completes a comparison
 |
| 172 | 686–89 | 377–78 | 323–24 | * Decode words with silent consonants
* Decode words with various vowel patterns
* Read high-frequency words
* Distinguish a fragment from a sentence
* Compose an original sentence from a fragment
* Write an original sentence
* Self-assess the sentence
 |
| 173 | 690–93 | 379–80 | 325–26 | * Decode words with various vowel sounds and patterns
* Decode words with initial consonant blends and digraphs
* Decode words with suffixes
* Read high-frequency words
* Write an original sentence
* Self-assess the sentence
 |
| 174 | 694–95 |  |  | * Apply phonics and English skills presented in Lessons 1–173
 |
| 175 | 696–99 | 381–82 | 327–28 | * Recall letters in alphabetical order
* Order words in alphabetical order
* Read high-frequency words
* Identify ways to use listening and speaking during the school break
* Collaborate with a partner to plan ways to listen and speak wisely
* Apply good speaking and listening skills during a presentation
 |
| 176 | 700–703 | 383–84 | 329–30 | * Identify sources for reading about the weather
* Distinguish blends and digraphs from other consonants
* Choose words in the context of a sentence
* Read high-frequency words
* Distinguish a sentence from a fragment
* Produce a sentence that corrects a fragment
* Write a noun and a verb in the correct order to complete a sentence
 |
| 177 | 704–7 | 385–86 | 331–32 | * Decode words with long-vowel patterns
* Classify words by vowel sound
* Read high-frequency words
* Choose a noun to complete a sentence
* Choose the subject part that completes a sentence
 |
| 178 | 708–11 | 387–88 | 333–34 | * Decode r-influenced vowels and other vowel patterns
* Match words to clues
* Read high-frequency words
* Identify ways to use reading and writing skills during the school break
* Collaborate with a partner to plan ways to read and write wisely
* Apply good speaking and listening skills during a presentation
 |
| 179 | 712–15 | 389–90 | 335–36 | * Decode words with various vowel patterns
* Read high-frequency words
* Choose an action verb to complete a sentence
* Choose the verb part that completes a sentence
 |
| 180 | 716–19 | 391–92 | 337–38 | * Identify the location of syllable breaks in words
* Read high-frequency words
* Arrange a group of words in sentence order
* Self-assess the sentence
* Choose the language skill that completes a sentence
 |