**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 |
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| 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 |
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| 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 |
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| 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 |