

Phonics & English 1

Lesson Plan Overview

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|---------------|-----------------|----------|------------|--|
| Unit 1 | | | | |
| 1 | 2–5 | 1–4 | | <ul style="list-style-type: none"> • 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 <i>blue</i> • Write the word <i>blue</i> • Associate /t/ with the letter <i>t</i> • Distinguish /t/ from other initial sounds |
| 2 | 6–9 | 5–6 | | <ul style="list-style-type: none"> • Read the word <i>purple</i> • Write the word <i>purple</i> • Recall that the letter <i>t</i> is a consonant • Associate /i/ with the letter <i>i</i> • Identify the mark (breve) that indicates a short vowel sound • Recall the five vowels • Distinguish /i/ from other initial sounds • Form a word by blending two sounds • Read high-frequency word <i>l</i> |
| 3 | 10–13 | 7–8 | | <ul style="list-style-type: none"> • Read the words <i>black</i> and <i>white</i> • Write the words <i>black</i> and <i>white</i> • Recall the five vowels • Associate /s/ with the letter <i>s</i> • Distinguish between the vowel <i>i</i> and consonants <i>s</i> and <i>t</i> • 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 | | <ul style="list-style-type: none"> • Read the word <i>green</i> • Write the word <i>green</i> • Apply a listening selection from the Bible • Associate /n/ with the letter <i>n</i> • 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 | | <ul style="list-style-type: none"> • Read the word <i>yellow</i> • Write the word <i>yellow</i> • Identify the listening skill of looking at the speaker • Associate /w/ with the letter <i>w</i> • Distinguish /w/ from other initial sounds • Decode words in word families • Read high-frequency words |

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| 6 | 22–25 | 13–14 | 1–2 | <ul style="list-style-type: none"> • Read the word <i>red</i> • Write the word <i>red</i> • Recall facts and details from a listening selection • Associate /h/ with the letter <i>h</i> • 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 | <ul style="list-style-type: none"> • Define the term <i>discussion</i> • Identify speaking and listening skills for discussions • Associate /d/ with the letter <i>d</i> • 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 | <ul style="list-style-type: none"> • Read the word <i>brown</i> • Write the word <i>brown</i> • Distinguish between statements that follow rules for class discussions and those that do not • List the five vowels • Associate /ē/ with the letter <i>e</i> • Identify the mark (breve) that indicates a short vowel sound • Distinguish /ē/ 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 | <ul style="list-style-type: none"> • Read the word <i>orange</i> • Write the word <i>orange</i> • Recall facts and details from a listening selection • List the five vowels • Associate /b/ with the letter <i>b</i> • 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 | <ul style="list-style-type: none"> • Define the term <i>main idea</i> • Determine the main idea from an informational text listening selection • List the five vowels • Associate /Û/ with the letter <i>u</i> • Identify the mark (breve) that indicates a short vowel sound • Identify /Û/ as an initial or medial sound • Build word families • Form words using /Û/ 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 |

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| 11 | 42–45 | 23–24 | 11–12 | <ul style="list-style-type: none"> • Match color words with an item of that color • Associate /p/ with the letter <i>p</i> • 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 | <ul style="list-style-type: none"> • Distinguish fact from opinion based on an informational text listening selection • Associate /k/ with the letters <i>c</i>, <i>k</i>, and <i>ck</i> • 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 | <ul style="list-style-type: none"> • Explain how to treat the American flag respectfully • List the five vowels • Associate /ă/ with the letter <i>a</i> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Identify facts and details from a listening selection • Associate /l/ with the letter <i>l</i> and the double letters <i>ll</i> • 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 |

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| 16 | 62–65 | 33–34 | 21–22 | <ul style="list-style-type: none"> • 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 <i>g</i> 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Distinguish between ineffective and effective eye contact with the audience • Associate /m/ with the letter <i>m</i> • 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 | <ul style="list-style-type: none"> • Recall facts and details from a listening selection • Identify the five vowels • Associate /ō/ with the letter <i>o</i> • Identify the mark (breve) that indicates a short vowel sound • Distinguish /ō/ from other medial vowel sounds • Decode words with /ō/ • 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 | <ul style="list-style-type: none"> • Recall facts and details from an informational text listening selection • Associate the letters <i>st</i> 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 |

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| 21 | 82–85 | 43–44 | 31–32 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Read the color words • Recall facts from a biblical text • Identify applications of the verse • Associate /r/ with the letter <i>r</i> • 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 | <ul style="list-style-type: none"> • Associate the letters <i>qu</i> with /kw/ • Distinguish /kw/ from /k/ • Form words using /kw/ • Associate the letter <i>v</i> 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 | <ul style="list-style-type: none"> • Draw a conclusion based on facts • Identify clues in a listening selection • Identify how thankfulness was communicated • Associate /f/ with the letter <i>f</i> and the double letters <i>ff</i> • Distinguish /f/ from other initial sounds • Associate /ft/ with the letters <i>ft</i> • 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 | <ul style="list-style-type: none"> • 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 |

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| 26 | 102–5 | 53–54 | 41–42 | <ul style="list-style-type: none"> • Distinguish helpful statements from hurtful statements • Associate /j/ with the letter <i>j</i> • 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 | <ul style="list-style-type: none"> • Apply listening skills to a class discussion • Associate /ks/ with the letter <i>x</i> • Distinguish /ks/ from other final sounds • Decode words with /ks/ • Associate /s/ with the double letters <i>ss</i> • 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 | <ul style="list-style-type: none"> • Recall facts from an informational text listening selection • Associate /y/ with the letter <i>y</i> • Associate /z/ with the letter <i>z</i> and the double letters <i>zz</i> • 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 <i>-es</i> |
| 29 | 114–17 | 59–60 | 47–48 | <ul style="list-style-type: none"> • 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 | | | <ul style="list-style-type: none"> • Apply phonics and English skills presented in Lessons 1–25 |

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| Unit 2 | | | | |
| 31 | 120–25 | 61–64 | 49–50 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Identify facts from an informational listening selection • Distinguish between the final blends <i>ld</i>, <i>lf</i>, <i>lk</i>, <i>lp</i>, and <i>lt</i> • Construct words with blends • Classify words with and without blends • Read high-frequency words • Write the plural form of a noun ending in <i>ss</i> or <i>x</i>, using the suffix <i>-es</i> |
| 33 | 130–33 | 67–68 | 53–54 | <ul style="list-style-type: none"> • Distinguish between the final blends <i>ct</i>, <i>pt</i>, and <i>xt</i> • 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 | <ul style="list-style-type: none"> • Recall facts and details from a listening selection • Distinguish between the initial blends <i>bl</i>, <i>cl</i>, <i>fl</i>, <i>gl</i>, and <i>pl</i> • Construct words with initial <i>l</i> 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 | <ul style="list-style-type: none"> • Distinguish between the initial blends <i>br</i>, <i>cr</i>, <i>dr</i>, <i>fr</i>, <i>gr</i>, <i>pr</i>, and <i>tr</i> • 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 | <ul style="list-style-type: none"> • Apply good viewing habits • Distinguish between the initial and final <i>s</i> blends • Decode words with <i>s</i> 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 | <ul style="list-style-type: none"> • Recall facts from a listening selection • Decode words with <i>s</i> blends • Construct words with initial <i>s</i> blends • Distinguish between three-letter <i>s</i> blends • Read high-frequency words • Determine whether a noun is singular or plural • Use the action verb with the suffix <i>-s</i> 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 |

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| 38 | 150–53 | 77–78 | 63–64 | <ul style="list-style-type: none"> • Associate /sh/ with the letters <i>sh</i> • Identify /sh/ as an initial, medial, or final sound • Decode words with initial and final /sh/ • Read high-frequency words • Use the suffix <i>-es</i> for an action verb ending with <i>sh</i> • Choose the suffix <i>-s</i> or <i>-es</i> for a given action verb |
| 39 | 154–57 | 79–80 | 65–66 | <ul style="list-style-type: none"> • 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 <i>-es</i> 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 | <ul style="list-style-type: none"> • 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 <i>compound word</i> • Construct a compound word from two given base words |
| 41 | 162–65 | 83–84 | 69–70 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 <i>-es</i> for an action verb ending with <i>ss</i>, <i>x</i>, or <i>zz</i> • Determine whether a noun is singular or plural • Choose the action verb that completes a sentence |

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| 45 | 178–81 | 91–92 | 77–78 | <ul style="list-style-type: none"> • 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 <i>-er</i> and <i>-est</i> • Identify the base word within a word that contains a suffix • Decode words with <i>-er</i> and <i>-est</i> • Construct comparative and superlative forms of adjectives • Read high-frequency words • Use the suffix <i>-es</i> for an action verb ending with <i>sh</i>, <i>ss</i>, <i>x</i>, or <i>zz</i> |
| 46 | 182–85 | 93–95 | 79–80 | <ul style="list-style-type: none"> • Summarize facts and details from a listening selection in chronological order • Distinguish the digraph /th/ from other consonant sounds • Construct words with the suffixes <i>-ed</i> and <i>-ing</i> • Decode words with the suffixes <i>-ed</i> and <i>-ing</i> • 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 | <ul style="list-style-type: none"> • Explain that we listen to obey • Distinguish a digraph from other initial, medial, and final sounds • Construct words with the suffixes <i>-ed</i> and <i>-ing</i> • Decode words with the suffixes <i>-ed</i> and <i>-ing</i> • 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 | <ul style="list-style-type: none"> • Identify ways to apply obedience to parents • Construct words with the suffixes <i>-ed</i> and <i>-ing</i> • Determine the need for a doubled consonant before a suffix • Decode words with the suffixes <i>-ed</i> and <i>-ing</i> • 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 | <ul style="list-style-type: none"> • Identify <i>le</i> as /əl/ at the end of a word • Recognize that <i>le</i> words have two syllables • Decode words ending in <i>le</i> • 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 | <ul style="list-style-type: none"> • Apply good viewing habits • Decode words ending in <i>le</i> • Recognize that <i>le</i> words have two syllables • Identify <i>le</i> as /əl/ 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 |

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| 51 | 202–5 | 109–10 | 89–90 | <ul style="list-style-type: none"> • Identify the animal from a riddle • Identify the suffix <i>-ed</i> as /t/ • Decode words using the suffix <i>-ed</i> as /t/ • Determine the correct word for a context sentence • Read high-frequency words • Identify <i>Bible</i>, <i>Jesus</i>, and <i>God</i> as proper nouns • Rewrite a sentence, adding the uppercase letter and the period • Capitalize the proper noun <i>Bible</i> in a sentence |
| 52 | 206–9 | 111–12 | 91–92 | <ul style="list-style-type: none"> • Apply good listening skills • Identify a reason for journaling • Distinguish the suffix <i>-ed</i> as /əd/ from <i>-ed</i> as /t/ or /d/ • Decode words using the suffix <i>-ed</i> • Identify the base word in words containing the suffix <i>-ed</i> • Read high-frequency words • Apply good viewing habits • Illustrate items from a nature scene |
| 53 | 210–13 | 113–14 | 93–94 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | | | <ul style="list-style-type: none"> • Apply phonics and English skills presented in Lessons 1–49 |

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| Unit 3 | | | | |
| 56 | 220–25 | 117–20 | 97–98 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Associate /ā/ with the letter <i>a</i> • Distinguish /ā/ 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 | <ul style="list-style-type: none"> • Associate /ī/ with the letter <i>i</i> • Distinguish /ī/ 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 | <ul style="list-style-type: none"> • Apply good viewing habits • Associate /ō/ with the letter <i>o</i> • Distinguish /ō/ 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 | <ul style="list-style-type: none"> • Identify an alternate means of reading for those who cannot see • Associate /ū/ with the letter <i>u</i> • Distinguish /ū/ 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Identify long vowels within a word • Construct words with suffixes <i>-ed</i> and <i>-ing</i> • Decode words with suffixes <i>-ed</i> and <i>-ing</i> • 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 <i>-ed</i> to show past action • Choose the past-tense verb that completes a sentence |

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| 63 | 250–53 | 133–34 | 111–12 | <ul style="list-style-type: none"> • 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 <i>-ed</i> and <i>-ing</i> • 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 | <ul style="list-style-type: none"> • 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 <i>-ed</i> and <i>-ing</i> • Identify the base word within a word that contains a suffix • Demonstrate meanings of words ending in <i>-ed</i> and <i>-ing</i> • Read high-frequency words • Identify the topic of a paragraph |
| 65 | 258–61 | 137–38 | 115–16 | <ul style="list-style-type: none"> • Distinguish /ā/ from /ā/ • Construct words with vowel pattern <i>ai</i> • Decode words with the vowel pattern <i>ai</i> • 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 | <ul style="list-style-type: none"> • Tell how the bicycle has changed • Distinguish /ā/ from /ā/ • Construct words with the vowel pattern <i>ay</i> • Decode words with the vowel pattern <i>ay</i> • 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 | <ul style="list-style-type: none"> • Distinguish /ē/ from /ē/ • Construct open-syllable words with /ē/ • Decode open-syllable words with the vowel pattern <i>e</i> • 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 | <ul style="list-style-type: none"> • Apply good viewing habits • Recall facts and details • Distinguish /ē/ from /ē/ • Construct words with the vowel patterns <i>ee</i> and <i>ea</i> • Decode words with the vowel patterns <i>ee</i> and <i>ea</i> • 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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------|------------|---|
| 69 | 274–77 | 145–46 | 123–24 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Recall facts and details from a listening activity • Distinguish /ē/ from other final sounds • Decode words ending with <i>y</i> 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 | <ul style="list-style-type: none"> • Repeat Psalm 100 with correct volume and pacing • Decode words ending with <i>y</i> 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Apply good viewing habits • Construct words with the vowel pattern <i>ie</i> • Decode words with /ī/ vowel patterns • Classify words by word family • Read high-frequency words • Identify the present-tense linking verb <i>is</i> or <i>are</i> in a sentence • Arrange a group of words in sentence order • Self-assess the sentence |
| 75 | 298–301 | 157–58 | 135–36 | <ul style="list-style-type: none"> • Dramatize a rhyming poem with actions • Distinguish /ī/ from /ē/ • Decode words ending with /ī/ spelled with a <i>y</i> • Read high-frequency words • Recall that <i>is</i> and <i>are</i> are present-tense linking verbs • Recall that a linking verb does not tell action • Identify the past-tense linking verb <i>was</i> or <i>were</i> in a sentence • Arrange a group of words in sentence order • Self-assess the sentence |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|-------------|------------|---|
| 76 | 302–5 | 159–60 | 137–38 | <ul style="list-style-type: none"> Recall facts and details from a listening selection Distinguish /i/ from other vowel sounds Construct words with the vowel pattern <i>igh</i> Decode words with /i/ spelled <i>igh</i> Distinguish rhyming words from nonrhyming words Read high-frequency words Determine whether a noun is singular or plural Choose the linking verb <i>is</i> or <i>was</i> when the noun in the naming part is singular Choose the linking verb <i>are</i> or <i>were</i> when the noun in the naming part is plural |
| 77 | 306–9 | 161–62 | 139–40 | <ul style="list-style-type: none"> Distinguish between <i>y</i> as /ī/ and <i>y</i> as /ē/ Construct words with the vowel pattern <i>igh</i> Identify words with /i/ and /ē/ patterns Read high-frequency words Determine whether a noun is singular or plural Choose the action verb with the suffix <i>-s</i> 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 | <ul style="list-style-type: none"> Distinguish /ī/ from /i/ Decode words with /i/ 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 | <ul style="list-style-type: none"> Distinguish /ō/ from /o/ Construct words with the vowel patterns <i>oa</i> and <i>oe</i> 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 | <ul style="list-style-type: none"> Construct words with the vowel pattern <i>ow</i> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|-------------|------------|---|
| 84 | 334–37 | 179, 181–82 | 153–54 | <ul style="list-style-type: none"> • Identify a prayer request as a need that others may have • Distinguish /û/ from /ü/ • Decode words with /û/ and /ü/ vowel patterns • Construct words with the vowel pattern <i>ue</i> • Read high-frequency words • Complete the Publish step • Illustrate the paragraph |
| 85 | 338–41 | 183–84 | 155–56 | <ul style="list-style-type: none"> • Distinguish /û/ from /ü/ • Recognize that <i>le</i> words have two syllables • Decode short- and long-vowel words ending in <i>le</i> • Read high-frequency words • Interpret a number word or an article as telling how many |
| 86 | 342–45 | 185–86 | 157–58 | <ul style="list-style-type: none"> • Distinguish words with short vowels from words with long vowels • Identify the vowel sound in the first syllable of words ending in <i>le</i> • 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 | <ul style="list-style-type: none"> • Predict the outcome • Verify the prediction • Construct words with suffixes <i>-ed</i> and <i>-ing</i> • 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 | <ul style="list-style-type: none"> • Distinguish /s/ from /k/ in words beginning with letter <i>c</i> • Recall that <i>e</i>, <i>i</i>, and <i>y</i> follow soft <i>c</i> • 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 | <ul style="list-style-type: none"> • Recall facts and details from a video • Distinguish words beginning with hard <i>c</i> from words beginning with soft <i>c</i> • Decode soft <i>c</i> words • Read high-frequency words • Illustrate and write sentences in a journal entry |
| 90 | 358–61 | 193–94 | 165–66 | <ul style="list-style-type: none"> • 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 | | | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> Recall that the ability to use language skills is God-given Read and follow written directions Recall that <i>e</i>, <i>i</i>, and <i>y</i> follow soft <i>c</i> Recall letters in alphabetical order Distinguish /s/ from /k/ in words beginning with letter <i>c</i> Read high-frequency words |
| 93 | 370–73 | 199–200 | 169–70 | <ul style="list-style-type: none"> Distinguish /är/ from other vowel sounds Decode words with /är/ Compare words with /är/ with words containing the letters <i>ra</i> Construct words using /är/ Read high-frequency words Identify the relationship of synonyms Identify pairs of synonyms |
| 94 | 374–77 | 201–2 | 171–72 | <ul style="list-style-type: none"> Distinguish /är/ from /ä/ 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 | <ul style="list-style-type: none"> Distinguish /ôr/ from other vowel sounds Construct words with /ôr/ Decode words with /ôr/ Compare words with /ôr/ with words containing the letters <i>ro</i> Read high-frequency words Use the pronoun <i>I</i> in the naming part of a sentence Use the pronoun <i>I</i> correctly when referring to oneself |
| 96 | 382–85 | 205–6 | 175–76 | <ul style="list-style-type: none"> 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 <i>ra</i> or <i>ro</i> 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 | <ul style="list-style-type: none"> Decode words with /ā/, /ō/, /är/, and /ôr/ Classify words by word family Analyze words in the context of a sentence Classify words by <i>r</i>-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 | <ul style="list-style-type: none"> Recall details and facts from a listening selection Distinguish <i>er</i> /ûr/ from other vowel sounds Construct words with /ûr/ spelled <i>er</i> Decode words with /är/, /ôr/, and /ûr/ spelled <i>er</i> Read high-frequency words Identify the topic sentence and detail sentences in a paragraph |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|-------------|------------|--|
| 99 | 394–97 | 211–12 | 181–82 | <ul style="list-style-type: none"> Recall details and facts from a listening selection Distinguish <i>ur</i> /ûr/ from other vowel sounds Decode words with /är/, /ôr/, and /ûr/ spelled <i>er</i> or <i>ur</i> 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 | <ul style="list-style-type: none"> Decode words with /är/, /ôr/, and /ûr/ Distinguish <i>ir</i> /îr/ from other vowel sounds Construct words with /ûr/ spelled <i>ir</i> Read high-frequency words Compose one detail sentence about a topic in the Draft step |
| 101 | 402–5 | 215, 217–18 | 185–86 | <ul style="list-style-type: none"> Identify /ûr/ in words Form words with <i>r</i>-influenced vowels Read high-frequency words Compose two detail sentences to complete the Draft step |
| 102 | 406–9 | 215, 219–20 | 187–88 | <ul style="list-style-type: none"> Decode words with <i>r</i>-influenced vowels Distinguish <i>r</i>-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 | <ul style="list-style-type: none"> Distinguish between <i>r</i>-influenced vowel patterns Decode words with <i>r</i>-influenced vowels Form words and compound words with <i>r</i>-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 | <ul style="list-style-type: none"> Classify words by <i>r</i>-influenced pattern Alphabetize words Decode words with <i>r</i>-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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Describe snow activities using appropriate volume Decode words with /ö/ 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 | <ul style="list-style-type: none"> 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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------|------------|---|
| 108 | 430–33 | 233–34 | 199–200 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 <i>-er</i> to compare two nouns |
| 111 | 442–45 | 239–40 | 205–6 | <ul style="list-style-type: none"> • Tell about following God's instructions • Distinguish between /är/, /ör/, and /ür/ • 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 <i>-er</i> to compare two nouns • Identify the nouns in a comparison of more than two nouns • Use the suffix <i>-est</i> to compare more than two nouns |
| 112 | 446–49 | 241–43 | 207–8 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------|------------|---|
| 115 | 458–61 | 249–50 | 213–14 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Distinguish between rhyming words and nonrhyming words • Decode words with soft <i>c</i> and <i>g</i> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Distinguish /oi/ from other vowel sounds • Decode words with the various <i>o</i> 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 | <ul style="list-style-type: none"> • Decode words with various <i>o</i> 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Decode words with /är/, /ôr/, /ûr/, /oo/, /oo/, /ou/, and /oi/ • Decode words with soft and hard <i>c</i> and soft and hard <i>g</i> • 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 | | | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> 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 <i>c</i> and <i>g</i> Decode words with the soft and hard <i>c</i> and <i>g</i> sounds Read high-frequency words |
| 124 | 494–97 | 267–69 | 229–30 | <ul style="list-style-type: none"> Retell facts and details from a listening selection Decode words with the various <i>o</i> 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 | <ul style="list-style-type: none"> Distinguish between the hard and soft <i>c</i> sounds Decode words with the hard and soft <i>c</i> 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 | <ul style="list-style-type: none"> Identify facts and details from a listening selection Distinguish between the hard and soft <i>g</i> sounds Decode words with the hard and soft <i>g</i> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Distinguish /j/ from /g/ Construct words with /j/ spelled <i>dge</i> 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 | <ul style="list-style-type: none"> Distinguish /ch/ from other consonant sounds Construct words with /ch/ spelled <i>tch</i> Decode words with /ch/ Read high-frequency words Identify the suffix <i>-ly</i> Explain that an adverb can tell how an action happens Choose the adverb that completes a sentence |
| 130 | 518–21 | 281–82 | 241–42 | <ul style="list-style-type: none"> Distinguish between initial <i>l</i> and <i>r</i> blends Decode words with the <i>ugh</i>, <i>igh</i>, <i>dge</i>, and <i>tch</i> patterns Decode words with initial <i>l</i> and <i>r</i> blends Read high-frequency words Recall that an adjective describes a noun Identify the suffix <i>-y</i> Choose the adjective that completes a sentence |
| 131 | 522–25 | 283–84 | 243–44 | <ul style="list-style-type: none"> 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 <i>how</i> Write an expanded sentence using an adjective |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------|------------|--|
| 132 | 526–29 | 285–86 | 245–46 | <ul style="list-style-type: none"> Recall facts and details from a poem Distinguish between /ô/ 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 | <ul style="list-style-type: none"> Decode words with /âr/, /âr/, /ôr/, and /ûr/ Distinguish /âr/ from other vowel sounds Identify <i>r</i>-influenced vowel sounds Build word families Read high-frequency words Define <i>fragment</i> 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 | <ul style="list-style-type: none"> 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 <i>ph</i> 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 | <ul style="list-style-type: none"> Identify facts and details from a listening selection Decode words with /f/ spelled <i>ph</i> Decode words with <i>igh</i> and <i>augh</i> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 <i>where</i> |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------|------------|---|
| 140 | 558–61 | 301–2 | 261–62 | <ul style="list-style-type: none"> • Identify facts and details from a listening selection • Distinguish /tw/ from other beginning consonant sounds • Decode words with initial consonant blend <i>tw</i> and digraphs <i>sh</i> and <i>ch</i> • 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>I</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 | <ul style="list-style-type: none"> • Distinguish between /oi/, /är/, and /ör/ • Decode words with <i>ly</i>, /oi/, /är/, and /ör/ • 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 | <ul style="list-style-type: none"> • 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 <i>un-</i> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | | | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 <i>_air</i> and <i>_are</i> • Decode <i>y</i> as /ē/ and <i>y</i> as /ī/ • Read high-frequency words |
| 148 | 590–93 | 319–20 | 275–76 | <ul style="list-style-type: none"> • Explain why people need to read God’s Word • Decode words with /ē/ and /ī/ • Construct words with /ē/ spelled <i>ie</i> • Identify the correct usage of suffixes <i>-er</i> and <i>-est</i> 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 | <ul style="list-style-type: none"> • Describe items using adjectives • Identify vowel patterns • Decode words with /ē/ spelled <i>ie</i> • Decode words with <i>r</i>-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 | <ul style="list-style-type: none"> • Recall facts and details from a listening selection • Decode words ending in <i>y</i> with suffixes <i>-es</i> and <i>-ed</i> • Distinguish a singular noun from a plural noun • Choose the linking verb that shows subject-verb agreement |
| 151 | 602–5 | 325–26 | 281–82 | <ul style="list-style-type: none"> • Recall facts and details from a listening selection • Decode words with suffixes • Decode words with /ē/ and /ī/ • Build word families • Read high-frequency words • Alphabetize words to the second letter • Identify a preposition that tells <i>where</i> • Choose the preposition that completes a sentence |
| 152 | 606–9 | 327–29 | 283–84 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------------|------------|--|
| 155 | 618–21 | 335, 337–38 | 289–90 | <ul style="list-style-type: none"> • Compare and contrast facts and details from a listening selection • Decode words with silent <i>gh</i>, <i>l</i>, and <i>w</i> • 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 | <ul style="list-style-type: none"> • Distinguish between various <i>s</i> blends • Distinguish words with silent <i>k</i> from words with /<i>k</i>/ • Decode words with the silent <i>k</i> in <i>kn</i> • 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 | <ul style="list-style-type: none"> • Identify rhythm in poetry • Decode words with silent consonants <i>l</i>, <i>w</i>, <i>k</i>, <i>b</i> • 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 | <ul style="list-style-type: none"> • Identify the important events from a listening selection • Distinguish between various words with /<i>oo</i>/ • Decode words with /<i>oo</i>/ spelled <i>ew</i> • Create context sentences for words with /<i>oo</i>/ • 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 | <ul style="list-style-type: none"> • Relate an experience of losing a tooth • Decode words with /<i>oo</i>/ • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Recall facts and details from a listening selection • Decode words with <i>r</i>-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 | <ul style="list-style-type: none"> • 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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------|------------|---|
| 163 | 650–53 | 357–58 | 305–6 | <ul style="list-style-type: none"> • Identify the number of syllables in words ending in <i>y</i> • Decode words with /ē/ or /ī/ spelled with <i>y</i> 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 | <ul style="list-style-type: none"> • Evaluate the decision of the main character in a listening selection • Decode words with /ē/ spelled <i>ea</i> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Tell three details concerning a pet • Decode words ending with /ī/ spelled with <i>y</i> • Distinguish soft <i>g</i> from hard <i>g</i> • 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 | <ul style="list-style-type: none"> • Decode words with /âr/ spelled <i>air</i> or <i>are</i> • Construct words with suffixes <i>-es</i> and <i>-ed</i> added to words ending in <i>y</i> • Read high-frequency words • Identify the comparisons in an analogy • Complete an analogy |
| 168 | 670–73 | 369–70 | 315–16 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Identify initial blends with <i>l</i> and <i>r</i> • 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 | <ul style="list-style-type: none"> • Decode words with <i>r</i>-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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|--------|-----------------|----------|------------|---|
| 171 | 682–85 | 375–76 | 321–22 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | | | <ul style="list-style-type: none"> • Apply phonics and English skills presented in Lessons 1–173 |
| 175 | 696–99 | 381–82 | 327–28 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Decode <i>r</i>-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 | <ul style="list-style-type: none"> • 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 |

| Lesson | Teacher Edition | Worktext | Activities | Objectives |
|---------------|------------------------|-----------------|-------------------|---|
| 180 | 716-19 | 391-92 | 337-38 | <ul style="list-style-type: none">• 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 |