## Phonics & English 1
### Lesson Plan Overview

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| 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 |
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| 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 /ê/ with the letter *e*  
• Identify the mark (breve) that indicates a short vowel sound  
• Distinguish /ê/ 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 /û/ with the letter *u*  
• 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      | • 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 |
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| 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 /ö/ with the letter *o*  
• Identify the mark (breve) that indicates a short vowel sound  
• Distinguish /ö/ from other medial vowel sounds  
• Decode words with /ö/  
• 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 |
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| 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 |
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| 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 |
<p>| 30     | 118–19          |          |            | • Apply phonics and English skills presented in Lessons 1–25 |</p>
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| 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*, *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 |
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| 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  
<p>|        |                 |          |            | • Choose the action verb that completes a sentence |</p>
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<td>• Recall facts and details from a listening selection&lt;br&gt;• Identify consonant digraphs within words&lt;br&gt;• Distinguish between consonant digraphs&lt;br&gt;• Identify the VC pattern in words&lt;br&gt;• Construct words with the suffixes -er and -est&lt;br&gt;• Identify the base word within a word that contains a suffix&lt;br&gt;• Decode words with -er and -est&lt;br&gt;• Construct comparative and superlative forms of adjectives&lt;br&gt;• Read high-frequency words&lt;br&gt;• Use the suffix -es for an action verb ending with sh, ss, x, or zz</td>
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<td>• Summarize facts and details from a listening selection in chronological order&lt;br&gt;• Distinguish the digraph /th/ from other consonant sounds&lt;br&gt;• Construct words with the suffixes -ed and -ing&lt;br&gt;• Decode words with the suffixes -ed and -ing&lt;br&gt;• Determine the correct word for a context sentence&lt;br&gt;• Read high-frequency words&lt;br&gt;• Identify the naming part and action part of a sentence&lt;br&gt;• Identify a detail in a sentence&lt;br&gt;• Write a sentence&lt;br&gt;• Self-assess the sentence</td>
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<td>• Explain that we listen to obey&lt;br&gt;• Distinguish a digraph from other initial, medial, and final sounds&lt;br&gt;• Construct words with the suffixes -ed and -ing&lt;br&gt;• Decode words with the suffixes -ed and -ing&lt;br&gt;• Read high-frequency words&lt;br&gt;• Identify the naming part and action part of a given sentence&lt;br&gt;• Compose a naming part for a sentence&lt;br&gt;• Add a detail to a sentence&lt;br&gt;• Write a sentence&lt;br&gt;• Self-assess the sentence</td>
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<td>• Identify ways to apply obedience to parents&lt;br&gt;• Construct words with the suffixes -ed and -ing&lt;br&gt;• Determine the need for a doubled consonant before a suffix&lt;br&gt;• Decode words with the suffixes -ed and -ing&lt;br&gt;• Read high-frequency words&lt;br&gt;• Identify the naming part and action part of a sentence&lt;br&gt;• Compose an action part for a sentence&lt;br&gt;• Write a sentence&lt;br&gt;• Self-assess the sentence</td>
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<td>• Identify /le as /ləl/ at the end of a word&lt;br&gt;• Recognize that /le/ words have two syllables&lt;br&gt;• Decode words ending in /le&lt;br&gt;• Read high-frequency words&lt;br&gt;• Identify the naming part and action part of a sentence&lt;br&gt;• Plan the naming part and action part of an original sentence&lt;br&gt;• Compose an original sentence, including a detail&lt;br&gt;• Self-assess the sentence</td>
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<td>• Apply good viewing habits&lt;br&gt;• Decode words ending in /le&lt;br&gt;• Recognize that /le/ words have two syllables&lt;br&gt;• Identify /le as /ləl/ at the end of a word&lt;br&gt;• Read high-frequency words&lt;br&gt;• Plan the naming part and action part of an original sentence&lt;br&gt;• Write an original sentence, including a detail&lt;br&gt;• Self-assess a sentence</td>
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| 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 /əd/ 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 |
<p>| 55     | 218–19         |          |            | • Apply phonics and English skills presented in Lessons 1–49 |</p>
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<td>-Apply good viewing habits -Associate /ō/ with the letter o -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</td>
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<td>-Identify an alternate means of reading for those who cannot see -Associate /ū/ with the letter u -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</td>
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<td>-Identify ways technology can be used to help the blind -Distinguish between /ā/, /ē/, /ō/, and /ū/ -Decode words with /ā/, /ē/, /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</td>
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<td>-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</td>
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| 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 /ē/ 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 /ē/ 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 |
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| 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 /ei/  
• 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 |
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| 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 /ī/ 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 /ō/ 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 |
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<td>• Distinguish /s/ from /k/ in words beginning with letter <strong>c</strong>&lt;br&gt;• Recall that <strong>e, i, and y</strong> follow soft <strong>c</strong>&lt;br&gt;• Read high-frequency words&lt;br&gt;• Identify a sentence as a statement, a question, or an exclamation&lt;br&gt;• Punctuate the three kinds of sentences correctly&lt;br&gt;• Write an exclamation correctly&lt;br&gt;• Self-assess the sentence</td>
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<td>• Distinguish short vowel sounds from long vowel sounds&lt;br&gt;• Decode words with long-vowel patterns&lt;br&gt;• Comprehend sentence meaning&lt;br&gt;• Read high-frequency words&lt;br&gt;• Arrange a group of words in sentence order&lt;br&gt;• Self-assess the sentence</td>
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| 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 /âr/ from other vowel sounds  
|        |                 |          |            | - Decode words with /âr/  
|        |                 |          |            | - Compare words with /âr/ with words containing the letters ra  
|        |                 |          |            | - Construct words using /âr/  
|        |                 |          |            | - Read high-frequency words  
|        |                 |          |            | - Identify the relationship of synonyms  
|        |                 |          |            | - Identify pairs of synonyms  |
| 94     | 374–77          | 201–2    | 171–72     | - Distinguish /âr/ from /â/ and /â/  
|        |                 |          |            | - Decode words with /â/  
|        |                 |          |            | - 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 /ûr/ from other vowel sounds  
|        |                 |          |            | - Construct words with /ûr/  
|        |                 |          |            | - Decode words with /ûr/  
|        |                 |          |            | - Compare words with /ûr/ with words containing the letters ra or 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 /û/ from /û/  
|        |                 |          |            | - Decode words with /û/  
|        |                 |          |            | - Compare words with /û/ 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 /â/, /ô/, /ûâ/, and /ûô/  
|        |                 |          |            | - 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 /ûâ/, /ûô/, and /ûû/ spelled er  
|        |                 |          |            | - Read high-frequency words  
<p>|        |                 |          |            | - Identify the topic sentence and detail sentences in a paragraph  |</p>
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| 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/, /ûur/, 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/, /ûur/, and /ûr/  
• Distinguish ir /ûr/ from other vowel sounds  
• Construct words with /ûur/ 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 /ô/ and /ø/  
• 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 |
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| 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 |
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| 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/, /œr/, /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  
<p>|        |                 |          |            | - Self-assess the sentence  |
| 122    | 486–87          |          |          | - Apply phonics and English skills presented in Lessons 1–121  |</p>
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| 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 |
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| 132    | 526–29         | 285–86   | 245–46     | • Recall facts and details from a poem  
• Distinguish between /ô/ and /ool, /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 /if/ 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 /if/ 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
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| 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 / 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 /oil/, /lär/, and /lör/  
• Decode words with ly, /oil/, /lär/, and /lör/  
• 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 |
<p>| 146    | 582–83          |          |            | • Apply phonics and English skills presented in Lessons 1–140 |</p>
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| 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/  
            • Constructions words with /ī/ 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 /ē/ and /ī/  
            • 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 /ē/ 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 /ē/ 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. |
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| 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 |
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| 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 /ē/ 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 /\(\text{ar}\)/ spelled \(air\) or \(are\)  
• 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 /\(\text{ar}\)/ spelled \(air\) or \(are\)  
• Construct words with suffixes \(-\text{es}\) and \(-\text{ed}\) 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 |
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| 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 r-influenced vowels and other 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 |
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| 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 |