

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

Lesson	Teacher Edition	Worktext	Activities	Objectives
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/, /ârl/, /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