

















| Lesson Feature | Unit 1 Lesson 1: Short a  | Unit 1 Lesson 2: Short i  | Unit 1 Lesson 3: Short o  | Unit 1 Lesson 4: Short u  | Unit 1 Lesson 5: Short e  |
|--|---|---|---|---|---|
| Target Objectives | Distinguish the short a vowel sound; know the sound-spelling for short a; decode one-syllable words with the vowel spelling a for short a; spell words with short a spelling patterns | Distinguish the short i vowel sound; know the sound-spelling for short i; decode one-syllable words with the vowel spelling i for short i; spell words with short i spelling patterns | Distinguish the short o vowel sound; know the sound-spelling for short o; decode one-syllable words with the vowel spelling o for short o; spell words with short o spelling patterns | Distinguish the short u vowel sound; know the sound-spelling for short u; decode one-syllable words with the vowel spelling u for short u; spell words with short u spelling patterns | Distinguish the short e vowel sound; know the sound-spelling for short e; decode one-syllable words with the vowel spelling e for short e; spell words with short e spelling patterns |
| Introduction | Learn and Blend/Blend It, p. 9 | Learn and Blend/Blend It, p. 23 | Learn and Blend/Blend It, p. 37 | Learn and Blend/Blend It, p. 51 | Learn and Blend/Blend It, p. 65 |
| Phonemic Awareness | Oral Blending, TE pp. 9, 18; Oral Segmentation, TE pp. 13, 20; Recognize and Produce Rhyme, TE p. 15 | Oral Blending, TE pp. 23, 32; Oral Segmentation, TE pp. 27, 34; Alliteration, TE p. 29 | Oral Blending, TE pp. 37, 46; Oral Segmentation, TE pp. 41, 48; Recognize and Produce Rhyme, TE p. 43 | Oral Blending, TE pp. 51, 60; Oral Segmentation, TE pp. 55, 62; Alliteration, TE p. 57 | Oral Blending, TE pp. 65, 74; Oral Segmentation, TE pp. 69, 76; Recognize and Produce Rhyme, TE p. 71 |
| English Learners | Sound Transfer, Vocabulary, TE p. 9 | Sound Transfer, Vocabulary, TE p. 23 | Sound Transfer, Vocabulary, TE p. 37 | Sound Transfer, Vocabulary, TE p. 51 | Sound Transfer, Vocabulary, TE p. 65 |
| High-Frequency Words | <i>the, like, play, my</i> , p. 10 | <i>what, to, do, this</i> , p. 24 | <i>and, stop, see, jump</i> , p. 38 | <i>little, with, have, are</i> , p. 52 | <i>give, come, some, for</i> , p. 66 |
| Learning Center | Spelling Patterns, TE p. 10 | Draw and Write, TE p. 24 | Vowel Sound Match, TE p. 38 | Letter Positions, TE p. 52 | Word Clues, TE p. 66 |
| Read Connected Text | <i>My Cat</i> , p. 11 | <i>The Big Bag</i> , p. 25 | <i>Bob's Job</i> , p. 39 | <i>Fun in the Sun</i> , p. 53 | <i>Get Well, Ted!</i> , p. 67 |
| Teacher Table: Intervention | Address Learning Gaps, TE p. 11; Think and Write, TE p. 14; Word Building, TE p. 17 | Address Learning Gaps, TE p. 25; Think and Write, TE p. 28; Word Building, TE p. 31 | Address Learning Gaps, TE p. 39; Think and Write, TE p. 42; Word Building, TE p. 45 | Address Learning Gaps, TE p. 53; Think and Write, TE p. 56; Word Building, TE p. 59 | Address Learning Gaps, TE p. 67; Think and Write, TE p. 70; Word Building, TE p. 73 |
| Word Sort | Sort It Out, p. 12 | Sort It Out, p. 26 | Sort It Out, p. 40 | Sort It Out, p. 54 | Sort It Out, p. 68 |
| Dictation | <i>1. fat 2. nap 3. ran 4. cap 5. The man sat.</i> , p. 13/TE pp. 14, 19 | <i>1. him 2. did 3. big 4. fit 5. I hid his hat.</i> , p. 27/TE pp. 27, 33 | <i>1. got 2. top 3. hot 4. fox 5. Do not sit on the log.</i> , p. 41/TE pp. 42, 47 | <i>1. cut 2. fun 3. up 4. bug 5. The cup is not hot.</i> , p. 55/TE pp. 56, 61 | <i>1. get 2. fed 3. leg 4. tell 5. The men have red hats.</i> , p. 69/TE pp. 70, 75 |
| Word Building: Make New Words | <i>sat, rat, mat, map, nap, tap, tan, ran, man</i> , p. 14 | <i>bit, sit, hit, hid, had, has, his, hid, bid, lid</i> , p. 28 | <i>mop, top, hop, hot, pot, pat, pit, lit, lot, dot</i> , p. 42 | <i>rug, bug, bag, big, dig, dug, bug, bun, sun, fun</i> , p. 56 | <i>red, bed, beg, big, bag, bad, bed, led, leg, let, set</i> , p. 70 |
| Read Connected Text: Take-Home Book | <i>What Do We Like?</i> , pp. 15–16/TE p. 19 | <i>What Is It?</i> , pp. 29–30/TE p. 33 | <i>Frog</i> , pp. 43–44/TE p. 47 | <i>Little Bugs, Big Bugs</i> , pp. 57–58/TE p. 61 | <i>Birds and Their Nests</i> , pp. 71–72/TE p. 75 |
| Home-School Connection | Build Fluency, TE p. 15 | Build Fluency, TE p. 29 | Build Fluency, TE p. 43 | Build Fluency, TE p. 57 | Build Fluency, TE p. 71 |
| Word Study/Morphology | Plurals, p. 17/TE pp. 17, 18, 20 | Inflectional Ending s, p. 31/TE pp. 31, 32, 34 | Double Final Consonants (ll, ss, zz), p. 45/TE pp. 45, 46, 48 | Double Final Consonants (dd, ll, zz), p. 59/TE pp. 59, 60, 62 | Plurals (Review), p. 73/TE pp. 73, 74, 76 |
| Teacher Table: Intervention | Word Study/Morphology: Plurals, TE p. 18 | Word Study/Morphology: Inflectional Ending s, TE p. 32 | Word Study/Morphology: Double Final Consonants (ll, ss, zz), TE p. 46 | Word Study/Morphology: Double Final Consonants (dd, ll, zz), TE p. 60 | Word Study/Morphology: Plurals (Review), TE p. 74 |
| Independent Practice | Read and Write, p. 18 | Read and Write, p. 32 | Read and Write, p. 46 | Read and Write, p. 60 | Read and Write, p. 74 |
| Cumulative Review | Build Fluency, p. 19 | Build Fluency, p. 33 | Build Fluency, p. 47 | Build Fluency, p. 61 | Build Fluency, p. 75 |
| Word Building: Word Ladder | <i>sat, mat, map, tap, tan, ran</i> , p. 20 | <i>bit, sit, hit, his, hid, lid</i> , p. 34 | <i>mop, top, hop, hot, pot, dot</i> , p. 48 | <i>rug, dug, bug, bun, sun, fun</i> , p. 62 | <i>red, bed, beg, leg, led, let</i> , p. 76 |
| Writing Extension | Write About It, p. 21 | Write About It, p. 35 | Write About It, p. 49 | Write About It, p. 63 | Write About It, p. 77 |
| Cumulative Assessment | Lesson 1, p. 22 | Lessons 1–2, p. 36 | Lessons 1–3, p. 50 | Lessons 1–4, p. 64 | Lessons 1–5, p. 78 |



| Lesson Feature | Unit 2 Lesson 6: l-Blends <i>Module 2 Set 2</i> <i>Module 2 Set 3</i> | Unit 2 Lesson 7: s-Blends <i>Module 2 Set 2</i> <i>Module 2 Set 3</i> | Unit 2 Lesson 8: r-Blends <i>Module 2 Set 2</i> <i>Module 2 Set 3</i> | Unit 2 Lesson 9: Digraphs sh, th <i>Module 2 Set 3</i> | Unit 2 Lesson 10: Digraphs ch, tch, wh <i>Module 2 Set 3</i> |
|--|---|---|---|---|---|
| Target Objectives | Blend sounds to produce words, including l-blends; decode one-syllable words with l-blends; know the sound-spelling for l-blends; spell words with l-blends | Blend sounds to produce words, including s-blends; decode one-syllable words with s-blends; know the sound-spelling for s-blends; spell words with s-blends | Blend sounds to produce words, including r-blends; decode one-syllable words with r-blends; know the sound-spelling for r-blends; spell words with r-blends | Blend sounds to produce words with digraphs sh, th; know the sound-spelling for digraphs sh, th; decode one-syllable words with digraphs sh, th; spell words with digraphs sh, th | Blend sounds to produce words with digraphs ch, tch, wh; know the sound-spelling for digraphs ch, tch, wh; decode one-syllable words with digraphs ch, tch, wh; spell words with digraphs ch, tch, wh |
| Introduction | Learn and Blend/Blend It, p. 81 | Learn and Blend/Blend It, p. 95 | Learn and Blend/Blend It, p. 109 | Learn and Blend/Blend It, p. 123 | Learn and Blend/Blend It, p. 137 |
| Phonemic Awareness | Oral Blending, TE pp. 81, 90; Oral Segmentation, TE pp. 85, 92; Categorize Sounds, TE p. 87 | Oral Blending, TE pp. 95, 104; Oral Segmentation, TE pp. 99, 106; Phonemic Manipulation: Add Sounds, TE p. 101 | Oral Blending, TE pp. 109, 118; Oral Segmentation, TE pp. 113, 120; Categorize Sounds, TE p. 115 | Oral Blending, TE pp. 123, 132; Oral Segmentation, TE pp. 127, 134; Phonemic Manipulation: Add Sounds, TE p. 129 | Oral Blending, TE pp. 137, 146; Oral Segmentation, TE pp. 141, 148; Categorize Sounds, TE p. 143 |
| English Learners | Sound Transfer, Vocabulary, TE p. 81 | Syllabication, Vocabulary, TE p. 95 | Sound Transfer, Vocabulary, TE p. 109 | Sound Transfer, Vocabulary, TE p. 123 | Sound Transfer, Vocabulary, TE p. 137 |
| High-Frequency Words | <i>many, thing, you, these</i> , p. 82 | <i>call, from, which, very</i> , p. 96 | <i>said, when, there, where</i> , p. 110 | <i>were, gave, go, first</i> , p. 124 | <i>they, eat, too, our</i> , p. 138 |
| Learning Center | Word Lists, TE p. 82 | Consonant Blends, TE p. 96 | Write Sentences, TE p. 110 | Spelling with Digraphs, TE p. 124 | Sound-Spelling Connection, TE p. 138 |
| Read Connected Text | The Plan for the Play , p. 83 | Skip, Stomp, and Spin , p. 97 | What Is It? , p. 111 | This and That , p. 125 | Our Dog Butch , p. 139 |
| Teacher Table: Intervention | Address Learning Gaps, TE p. 83; Think and Write, TE p. 86; Word Building, TE p. 89 | Address Learning Gaps, TE p. 97; Think and Write, TE p. 100; Word Building, TE p. 103 | Address Learning Gaps, TE p. 111; Think and Write, TE p. 114; Word Building, TE p. 117 | Address Learning Gaps, TE p. 125; Think and Write, TE p. 128; Word Building, TE p. 131 | Address Learning Gaps, TE p. 139; Think and Write, TE p. 142; Word Building, TE p. 145 |
| Word Sort | Sort It Out, p. 84 | Sort It Out, p. 98 | Sort It Out, p. 112 | Sort It Out, p. 126 | Sort It Out, p. 140 |
| Dictation | <i>1. flat 2. glad 3. clip 4. clock 5. Do you have a plan?</i> , p. 85/TE pp. 86, 91 | <i>1. slip 2. spot 3. swim 4. smell 5. I spill my snack.</i> , p. 99/TE pp. 100, 105 | <i>1. trap 2. crab 3. drip 4. grass 5. Did you drop the box?</i> , p. 113/TE pp. 114, 119 | <i>1. wish 2. trash 3. thin 4. cloth 5. Where is that dress shop?</i> , p. 127/TE pp. 128, 133 | <i>1. chin 2. chop 3. patch 4. when 5. I eat lunch on the bench.</i> , p. 141/TE pp. 142, 147 |
| Word Building: Make New Words | <i>flip, slip, slap, clap, lap, lip, clip, click, clack, black</i> , p. 86 | <i>slip, skip, skin, spin, spill, still, stick, stock, stop</i> , p. 100 | <i>grab, crab, crack, rack, track, trap, trip, drip, rip, grip</i> , p. 114 | <i>hip, ship, shop, hop, hip, dip, dish, wish, fish</i> , p. 128 | <i>chat, chap, chop, chip, chin, chick, check</i> , p. 142 |
| Read Connected Text: Take-Home Book | What Are These Things? , pp. 87–88/TE p. 91 | The Best Snack , pp. 101–102/TE p. 105 | Brad and Trent , pp. 115–116/TE p. 119 | The Big Wish , pp. 129–130/TE p. 133 | Will We Win? , pp. 143–144/TE p. 147 |
| Home-School Connection | Build Fluency, TE p. 87 | Build Fluency, TE p. 101 | Build Fluency, TE p. 115 | Build Fluency, TE p. 129 | Build Fluency, TE p. 143 |
| Word Study/Morphology | Possessives, p. 89/TE pp. 89, 90, 92 | Final Blends, p. 103/TE pp. 103, 104, 106 | Contractions, p. 117/TE pp. 117, 118, 120 | Inflectional Ending –ed, p. 131/TE pp. 131, 132, 134 | Inflectional Ending –ing, p. 145/TE pp. 145, 146, 148 |
| Teacher Table: Intervention | Word Study/Morphology: Possessives, TE p. 90 | Word Study/Morphology: Final Blends, TE p. 104 | Word Study/Morphology: Contractions, TE p. 118 | Word Study/Morphology: Inflectional Ending –ed, TE p. 132 | Word Study/Morphology: Inflectional Ending –ing, TE p. 146 |
| Independent Practice | Read and Write, p. 90 | Read and Write, p. 104 | Read and Write, p. 118 | Read and Write, p. 132 | Read and Write, p. 146 |
| Cumulative Review | Build Fluency, p. 91 | Build Fluency, p. 105 | Build Fluency, p. 119 | Build Fluency, p. 133 | Build Fluency, p. 147 |
| Word Building: Word Ladder | <i>flip, slip, slap, clap, clip, lip</i> , p. 92 | <i>skip, skin, spin, spill, still, stick</i> , p. 106 | <i>rap, trap, trip, drip, rip, grip</i> , p. 120 | <i>hip, hop, shop, ship, dip, dish</i> , p. 134 | <i>inch, itch, pitch, patch, match, catch</i> , p. 148 |
| Writing Extension | Write About It, p. 93 | Write About It, p. 107 | Write About It, p. 121 | Write About It, p. 135 | Write About It, p. 149 |
| Cumulative Assessment | Lessons 1–6, p. 94 | Lessons 2–7, p. 108 | Lessons 3–8, p. 122 | Lessons 4–9, p. 136 | Lessons 5–10, p. 150 |



| Lesson Feature | Unit 2 Lesson 11: Digraphs ng, nk  | Unit 3 Lesson 12: Final e (a_e, i_e)   | Unit 3 Lesson 13: Final e (o_e, u_e, e_e)  | Unit 4 Lesson 14: Single Letter Long Vowels e, i, o | Unit 4 Lesson 15: Long a (ai, ay) |
|--|---|---|--|--|--|
| Target Objectives | Blend sounds to produce words with digraphs ng nk; know the sound-spelling for digraphs ng nk; decode one-syllable words with digraphs ng nk; spell words with digraphs ng nk | Know the sound-spelling of long a and long i in words with final e (a_e, i_e); decode one-syllable words with final e (a_e, i_e); spell words with common spelling patterns | Know the sound-spelling of long o, long u, and long e words in with final e (o_e, u_e, e_e); decode one-syllable words with final e (o_e, u_e, e_e); spell words with common spelling patterns | Distinguish long e, i, and o sounds; know the sound-spelling for single letter long vowels e, i, o; decode words with single letter long vowels e, i, o; spell words with common spelling patterns | Distinguish long a and short a; know long a vowel team sound-spellings ai, ay; decode one-syllable words with long a vowel team spellings; spell words with common spelling patterns |
| Introduction | Learn and Blend/Blend It, p. 151 | Learn and Blend/Blend It, p. 167 | Learn and Blend/Blend It, p. 181 | Learn and Blend/Blend It, p. 197 | Learn and Blend/Blend It, p. 211 |
| Phonemic Awareness | Oral Blending, TE pp. 151, 160; Oral Segmentation, TE pp. 155, 162; Phonemic Manipulation: Add Sounds, TE p. 157 | Oral Blending, TE pp. 167, 176; Oral Segmentation, TE pp. 171, 178; Distinguish Long and Short Vowel Sounds, TE p. 173 | Oral Blending, TE pp. 181, 190; Oral Segmentation, TE pp. 185, 192; Distinguish Long and Short Vowel Sounds, TE p. 187 | Oral Blending, TE pp. 197, 206; Oral Segmentation, TE pp. 201, 208; Phonemic Manipulation: Substitute Sounds, TE p. 203 | Oral Blending, TE pp. 211, 220; Oral Segmentation, TE pp. 215, 222; Distinguish Long and Short Vowel Sounds, TE p. 217 |
| English Learners | Sound Transfer, Vocabulary, TE p. 151 | Sound Transfer, Vocabulary, TE p. 167 | Sound Transfer, Vocabulary, TE p. 181 | Sound Transfer, Vocabulary, TE p. 197 | Sound Transfer, Vocabulary, TE p. 211 |
| High-Frequency Words | <i>who, know, was, made</i> , p. 152 | <i>water, that, of, carry</i> , p. 168 | <i>use, put, don't, other</i> , p. 182 | <i>new, why, school, friend</i> , p. 198 | <i>away, one, doesn't, something</i> , p. 212 |
| Learning Center | Spelling with Digraphs, TE p. 152 | Spelling Patterns, TE p. 168 | Write Sentences, TE p. 182 | Vowel Sound Match, TE p. 198 | Spelling Patterns, TE p. 212 |
| Read Connected Text | The Rink , p. 153 | The Plane Ride , p. 169 | My Garden , p. 183 | Bo's First Day , p. 199 | What Will I Paint? , p. 213 |
| Teacher Table: Intervention | Address Learning Gaps, TE p. 153; Think and Write, TE p. 156; Word Building, TE p. 159 | Address Learning Gaps, TE p. 169; Think and Write, TE p. 172; Word Building, TE p. 175 | Address Learning Gaps, TE p. 183; Think and Write, TE p. 186; Word Building, TE p. 189 | Address Learning Gaps, TE p. 199; Think and Write, TE p. 202; Word Building, TE p. 205 | Address Learning Gaps, TE p. 213; Think and Write, TE p. 216; Word Building, TE p. 219 |
| Word Sort | Sort It Out, p. 154 | Sort It Out, p. 170 | Sort It Out, p. 184 | Sort It Out, p. 200 | Sort It Out, p. 214 |
| Dictation | <i>1. hang 2. thing 3. sink 4. drink 5. We sang a song.</i> , p. 155/TE pp. 156, 161 | <i>1. make 2. ride 3. Bite 4. plate 5. What time is the game?</i> , p. 171/TE pp. 172, 177 | <i>hope 2. use 3. Broke 4. these 5. The cute dog ran home.</i> , p. 185/TE pp. 186, 191 | <i>1. me 2. go 3. I will be late 4. We will play with them.</i> , p. 201/TE pp. 202, 207 | <i>may 2. pain 3. stay 4. brain 5. One day I will ride a train.</i> , p. 215/TE pp. 216, 221 |
| Word Building: Make New Words | <i>king, sing, sang, sung, sun, bun, ban, bank, tank, thank, than</i> , p. 156 | <i>take, lake, like, bike, bake, cake, came, tame, time, dime</i> , p. 172 | <i>hop, hope, home, hole, pole, pile, mile, mole, mule</i> , p. 186 | <i>not, no, so, go, got, hot, hit, hi, he, me, we, she</i> , p. 202 | <i>pay, lay, play, plain, pain, rain, train, strain, stain, say, may, ray</i> , p. 216 |
| Read Connected Text: Take-Home Book | The King's Song , pp. 157-158/TE p. 161 | The Big Race , pp. 173-174/TE p. 177 | Let's Bake a Cake! , pp. 187-188/TE p. 191 | The New School , pp. 203-204/TE p. 207 | My Big Trip , pp. 217-218/TE p. 221 |
| Home-School Connection | Build Fluency, TE p. 157 | Build Fluency, TE p. 173 | Build Fluency, TE p. 187 | Build Fluency, TE p. 203 | Build Fluency, TE p. 217 |
| Word Study/Morphology | 3-Letter Blends, p. 159/TE pp. 159, 160, 162 | Soft c and Soft g, p. 175/TE pp. 175, 176, 178 | Inflectional Ending ing and ed, p. 189/TE pp. 189, 190, 192 | Common Prefixes (re, un), p. 205/TE pp. 205, 206, 208 | Compound Words, p. 219/TE pp. 219, 220, 222  |
| Teacher Table: Intervention | Word Study/Morphology: 3-Letter Blends, TE p. 160 | Word Study/Morphology: Soft c and Soft g, TE p. 176 | Word Study/Morphology: Inflectional Ending ing and ed, TE p. 190     | Word Study/Morphology: Common Prefixes (re, un), TE p. 206 | Word Study/Morphology: Compound Words, TE p. 220  |
| Independent Practice | Read and Write, p. 160 | Read and Write, p. 176 | Read and Write, p. 190 | Read and Write, p. 206 | Read and Write, p. 220 |
| Cumulative Review | Build Fluency, p. 161 | Build Fluency, p. 177 | Build Fluency, p. 191 | Build Fluency, p. 207 | Build Fluency, p. 221 |
| Word Building: Word Ladder | <i>sing, king, wing, wink, tank, bank</i> , p. 162 | <i>like, bike, bake, cake, came, time</i> , p. 178 | <i>hop, hope, home, hole, pole, pile</i> , p. 192 | <i>wet, we, me, she, he, hi</i> , p. 208 | <i>grain, train, rain, ran, ray, gray</i> , p. 222 |
| Writing Extension | Write About It, p. 163 | Write About It, p. 179 | Write About It, p. 193 | Write About It, p. 209 | Write About It, p. 223 |
| Cumulative Assessment | Lessons 6-11, p. 164 | Lessons 7-12, p. 180 | Lessons 8-13, p. 194 | Lessons 9-14, p. 210 | Lessons 10-15, p. 224 |



| Lesson Feature | Unit 4 Lesson 16: Long e (ee, ea) | Unit 4 Lesson 17: Long o (oa, ow) | Unit 4 Lesson 18: Long i (y, igh) | Unit 4 Lesson 19: Long u (u, ew, ue) | Unit 5 Lesson 20: r-Controlled Vowel /är/ (ar) |
|--|--|--|--|---|--|
| Target Objectives | Distinguish long e and short e; know long e vowel team sound-spellings ee, ea; decode one-syllable words with long e vowel team spellings; spell words with common spelling patterns | Distinguish long o and short o; know long o vowel team sound-spellings oa, ow; decode one-syllable words with long o vowel team spellings; spell words with common spelling patterns | Distinguish long i and short i; know long i vowel sound-spellings y, igh; decode one-syllable words with long i vowel spellings; spell words with common spelling patterns | Distinguish long u and short u; know long u vowel team sound-spellings u, ew, ue; decode one-syllable words with long u vowel team spellings; spell words with common spelling patterns | Distinguish r-controlled vowel /ar/; know sound-spelling of words with /ar/; decode words with /ar/; spell words with common spelling patterns |
| Introduction | Learn and Blend/Blend It, p. 225 | Learn and Blend/Blend It, p. 239 | Learn and Blend/Blend It, p. 253 | Learn and Blend/Blend It, p. 267 | Learn and Blend/Blend It, p. 283 |
| Phonemic Awareness | Oral Blending, TE pp. 225, 234; Oral Segmentation, TE pp. 229, 236; Phonemic Manipulation: Delete Sounds, TE p. 231 | Oral Blending, TE pp. 239, 248; Oral Segmentation, TE pp. 243, 250; Phonemic Manipulation: Substitute Sounds, TE p. 245 | Oral Blending, TE pp. 253, 262; Oral Segmentation, TE pp. 257, 264; Phonemic Manipulation: Add Sounds, TE p. 259 | Oral Blending, TE pp. 267, 276; Oral Segmentation, TE pp. 271, 278; Phonemic Manipulation: Delete Sounds, TE p. 273 | Oral Blending, TE pp. 283, 292; Oral Segmentation, TE pp. 287, 294; Categorize Sounds, TE p. 289 |
| English Learners | Sound Transfer, Vocabulary, TE p. 225 | Sound Transfer, Vocabulary, TE p. 239 | Sound Transfer, Vocabulary, TE p. 253 | Sound Transfer, Vocabulary, TE p. 267 | Sound Transfer, Vocabulary, TE p. 283 |
| High-Frequency Words | <i>find, around, under, wash</i> , p. 226 | <i>part, people, more, or</i> , p. 240 | <i>different, full, into, through</i> , p. 254 | <i>could, would, their, together</i> , p. 268 | <i>work, again, eight, two</i> , p. 284 |
| Learning Center | Draw and Write, TE p. 226 | Word Clues, TE p. 240 | Letter Positions, TE p. 254 | Spelling Scramble, TE p. 268 | Spelling with r-Controlled Vowels, TE p. 284 |
| Read Connected Text | Good Deeds , p. 227 | Let's Go Camping , p. 241 | How to Grow a Bean Plant , p. 255 | Where Could I Find? , p. 269 | Art Day , p. 285 |
| Teacher Table: Intervention | Address Learning Gaps, TE p. 227; Think and Write, TE p. 230; Word Building, TE p. 233 | Address Learning Gaps, TE p. 241; Think and Write, TE p. 244; Word Building, TE p. 247 | Address Learning Gaps, TE p. 255; Think and Write, TE p. 258; Word Building, TE p. 261 | Address Learning Gaps, TE p. 269; Think and Write, TE p. 272; Word Building, TE p. 275 | Address Learning Gaps, TE p. 285; Think and Write, TE p. 288; Word Building, TE p. 291 |
| Word Sort | Sort It Out, p. 228 | Sort It Out, p. 242 | Sort It Out, p. 256 | Sort It Out, p. 270 | Sort It Out, p. 286 |
| Dictation | <i>read 2. deep 3. neat 4. sheet 5. I need to speak with you</i> , p. 229/TE pp. 230, 235 | <i>row 2. coat 3. roast 4. blow 5. Go slow on this road.</i> , p. 243/TE pp. 244, 249 | <i>my 2. fly 3. high 4. bright 5. I might try on this hat.</i> , p. 257/TE pp. 258, 263 | <i>mule 2. few 3. That cat is so cute!</i> , p. 271/TE pp. 272, 277 | <i>1. car 2. hard 3. farm 4. mark 5. The park is far away</i> , p. 287/TE pp. 288, 293 |
| Word Building: Make New Words | <i>met, meat, seat, set, see, seed, need, feed, fed, bed, bead, bean</i> , p. 230 | <i>go, got, goat, coat, cat, bat, boat, bow, row, grow, grown</i> , p. 244 | <i>me, my, fly, fry, cry, try, shy us, use, fuse, muse, mute, cute, cut, cub, cube</i> , p. 258 | <i>us, use, fuse, muse, mute, cute, cut, cub, cube</i> , p. 272 | <i>car, cart, part, park, mark, mart, cart, car, far, farm, harm, hard</i> , p. 288 |
| Read Connected Text: Take-Home Book | The Seaside , pp. 231–232/TE p. 235 | The Boat , pp. 245–246/TE p. 249 | The Night Sky , pp. 259–260/TE p. 263 | Let's Make Music! , pp. 273–274/TE p. 277 | On the Farm , pp. 289–290/TE p. 293 |
| Home-School Connection | Build Fluency, TE p. 231 | Build Fluency, TE p. 245 | Build Fluency, TE p. 259 | Build Fluency, TE p. 273 | Build Fluency, TE p. 289 |
| Word Study/Morphology | Short e Spelled ea, p. 233/TE pp. 233, 236 | Suffixes (ful, less), p. 247/TE pp. 247, 250 | Comparatives and Superlatives (er, est), p. 261/TE pp. 261, 264 | Compound Words, p. 275/TE pp. 275, 278 | Transition to Longer Words, p. 291/TE pp. 291, 294 |
| Teacher Table: Intervention | Word Study/Morphology: Short e Spelled ea, TE p. 234 | Word Study/Morphology: Suffixes (ful, less), TE p. 248 | Word Study/Morphology: Comparatives and Superlatives (er, est), TE p. 262 | Word Study/Morphology: Compound Words, TE p. 276 | Word Study/Morphology: Transition to Longer Words, TE p. 292 |
| Independent Practice | Read and Write, p. 234 | Read and Write, p. 248 | Read and Write, p. 262 | Read and Write, p. 276 | Read and Write, p. 292 |
| Cumulative Review | Build Fluency, p. 235 | Build Fluency, p. 249 | Build Fluency, p. 263 | Build Fluency, p. 277 | Build Fluency, p. 293 |
| Word Building: Word Ladder | <i>see, seed, feed, fed, bed, bead</i> , p. 236 | <i>goat, coat, boat, bow, row, grow</i> , p. 250 | <i>me, my, fly, fry, cry, shy</i> , p. 264 | <i>cup, cue, cut, cute, cube, cub</i> , p. 278 | <i>cart, car, far, farm, harm, hard</i> , p. 294 |
| Writing Extension | Write About It, p. 237 | Write About It, p. 251 | Write About It, p. 265 | Write About It, p. 279 | Write About It, p. 295 |
| Cumulative Assessment | Lessons 11–16, p. 238 | Lessons 12–17, p. 252 | Lessons 13–18, p. 266 | Lessons 14–19, p. 280 | Lessons 15–20, p. 296 |



| Lesson Feature | Unit 5 Lesson 21: r-Controlled Vowel /ûr/ (er, ir, ur) | Unit 5 Lesson 22: r-Controlled Vowel /ôr/ (or, ore, oar) | Unit 5 Lesson 23: Short oo, Long oo (oo, ou, ew, ue, u_e) | Unit 5 Lesson 24: Diphthong /ou/ (ou, ow) | Unit 5 Lesson 25: Diphthong /oi/ (oi, oy) |
|--|---|---|--|--|--|
| Target Objectives | Distinguish r-controlled vowel /ur/; know sound-spellings of words with /ur/; decode words with /ur/; spell words with common spelling patterns | Distinguish r-controlled vowel /or/; know sound-spellings of words with /or/; decode words with /or/; spell words with common spelling patterns | Distinguish /ôô/ and /ôô/; know sound-spellings of /ôô/ and /ôô/; decode words with /ôô/ and /ôô/; spell words with common spelling patterns | Distinguish diphthong /ou/; know sound-spellings for /ou/; decode words with /ou/; spell words with common spelling patterns | Distinguish diphthong /oi/; know sound-spellings for /oi/; decode words with /oi/; spell words with common spelling patterns |
| Introduction | Learn and Blend/Blend It, p. 297 | Learn and Blend/Blend It, p. 311 | Learn and Blend/Blend It, p. 325 | Learn and Blend/Blend It, p. 339 | Learn and Blend/Blend It, p. 353 |
| Phonemic Awareness | Oral Blending, TE p. 297; Oral Segmentation, TE p. 301; Categorize Sounds, TE p. 303; Phonemic Manipulation: Substitute Sounds, TE p. 306 | Oral Blending, TE p. 311; Oral Segmentation, TE p. 315; Categorize Sounds, TE p. 317; Phonemic Manipulation: Substitute Sounds, TE p. 320 | Oral Blending, TE pp. 325, 334; Oral Segmentation, TE pp. 329, 336; Phonemic Manipulation: Delete Sounds, TE p. 331 | Oral Blending, TE pp. 339, 348; Oral Segmentation, TE pp. 343, 350; Phonemic Manipulation: Delete Sounds, TE p. 345 | Oral Blending, TE pp. 353, 362; Oral Segmentation, TE pp. 357, 364; Phonemic Manipulation: Delete Syllables, TE p. 359 |
| English Learners | Sound Transfer, Vocabulary, TE p. 297 | Sound Transfer, Vocabulary, TE p. 311 | Sound Transfer, Vocabulary, TE p. 325 | Sound Transfer, Vocabulary, TE p. 339 | Sound Transfer, Vocabulary, TE p. 353 |
| High-Frequency Words | <i>your, because, always, want</i> , p. 298 | <i>open, walk, buy, every</i> , p. 312 | <i>about, write, word, done</i> , p. 326 | <i>after, pull, goes, laugh</i> , p. 340 | <i>four, any, better, only</i> , p. 354 |
| Learning Center | Word Lists, TE p. 298 | Sound-Spelling Connection, TE p. 312 | Vowel Spelling Patterns, TE p. 326 | Spelling Patterns, TE p. 340 | Write Sentences, TE p. 354 |
| Read Connected Text | How to Make a Sandcastle , p. 299 | Sports Fans , p. 313 | Hi Grandma , p. 327 | Flowers All Around , p. 341 | How to Make a Royal Meal , p. 355 |
| Teacher Table: Intervention | Address Learning Gaps, TE p. 299; Think and Write, TE p. 302; Word Building, TE p. 305 | Address Learning Gaps, TE p. 313; Think and Write, TE p. 316; Word Building, TE p. 319 | Address Learning Gaps, TE p. 327; Think and Write, TE p. 330; Word Building, TE p. 333 | Address Learning Gaps, TE p. 341; Think and Write, TE p. 344; Word Building, TE p. 347 | Address Learning Gaps, TE p. 355; Think and Write, TE p. 358; Word Building, TE p. 361 |
| Word Sort | Sort It Out, p. 300 | Sort It Out, p. 314 | Sort It Out, p. 328 | Sort It Out, p. 342 | Sort It Out, p. 356 |
| Dictation | 1. her 2. turn 3. hurt 4. third 5. I fed the bird first., p. 301/TE pp. 302, 307 | 1. more 2. shore 3. storm 4. roar 5. We shop at the store., p. 315/TE pp. 316, 321 | 1. book 2. look 3. boot 4. spoon 5. Dad will cook lunch soon., p. 329/TE pp. 330, 335 | 1. found 2. down 3. loud 4. how 5. Open your mouth wide., p. 343/TE pp. 344, 349 | 1. joy 2. oil 3. join 4. spoil 5. I point to the new coins., p. 357/TE pp. 358, 363 |
| Word Building: Make New Words | <i>fur, fun, bun, burn, turn, curb, curl, hurl, hurt</i> , p. 302 | <i>more, sore, shore, score, store, storm, form, for, fort, short, sport</i> , p. 316 | <i>good, hood, hook, look, cook, book, brook, crook, shook</i> , p. 330 | <i>pond, pound, sound, south, mouth, mouse, house</i> , p. 344 | <i>oil, soil, boil, coil, coin, join, joint, joy, boy, toy</i> , p. 358 |
| Read Connected Text: Take-Home Book | Pam Gets Hurt , pp. 303–304/TE p. 307 | Stores at the Mall , pp. 317–318/TE p. 321 | Books, Books, Books! , pp. 331–332/TE p. 335 | The Parade Is in Town , pp. 345–346/TE p. 349 | Join a Club! , pp. 359–360/TE p. 363 |
| Home-School Connection | Build Fluency, TE p. 303 | Build Fluency, TE p. 317 | Build Fluency, TE p. 331 | Build Fluency, TE p. 345 | Build Fluency, TE p. 359 |
| Word Study/Morphology | Transition to Longer Words, p. 305/TE pp. 305, 306, 308 | Prefixes (dis, pre), p. 319/TE pp. 319, 320, 322 | Suffixes (ly, y), p. 333/TE pp. 333, 334, 336 | Compound Words, p. 347/TE pp. 347, 348, 350 | Transition to Longer Words, p. 361/TE pp. 361, 362, 364 |
| Teacher Table: Intervention | Word Study/Morphology: Transition to Longer Words, TE p. 306 | Word Study/Morphology: Prefixes (dis, pre), TE p. 320 | Word Study/Morphology: Suffixes (ly, y), TE p. 334 | Word Study/Morphology: Compound Words, TE p. 348 | Word Study/Morphology: Transition to Longer Words, TE p. 362 |
| Independent Practice | Read and Write, p. 306 | Read and Write, p. 320 | Read and Write, p. 334 | Read and Write, p. 348 | Read and Write, p. 362 |
| Cumulative Review | Build Fluency, p. 307 | Build Fluency, p. 321 | Build Fluency, p. 335 | Build Fluency, p. 349 | Build Fluency, p. 363 |
| Word Building: Word Ladder | <i>sir, fir, first, thirst, third, bird</i> , p. 308 | <i>more, sore, shore, snore, store, storm</i> , p. 322 | <i>hot, hoot, boot, boo, zoo, zoom</i> , p. 336 | <i>now, cow, brow, brown, crown, clown</i> , p. 350 | <i>oil, boil, soil, coil, coin, join</i> , p. 364 |
| Writing Extension | Write About It, p. 309 | Write About It, p. 323 | Write About It, p. 337 | Write About It, p. 351 | Write About It, p. 365 |
| Cumulative Assessment | Lessons 16–21, p. 310 | Lessons 17–22, p. 324 | Lessons 18–23, p. 338 | Lessons 19–24, p. 352 | Lessons 20–25, p. 366 |



| Lesson Feature | Unit 5 Lesson 26: Complex Vowel /ô/ [au, aw, a(lk), a(lt), a(lI)] <i>Module 1 Set 4</i> | Unit 5 Lesson 27: r-Controlled Vowel /âr/ (are, air, ear) | Unit 6 Lesson 28: Long i and Long o [i(l)d, i(nd), o(l)d] | Unit 6 Lesson 29: Long i and Long o (ie, oe) | Unit 6 Lesson 30: Long e (y, ey, ie) |
|--|--|---|--|---|---|
| Target Objectives | Distinguish complex vowel /o/; know sound-spellings for /o/; decode words with /o/; spell words with common spelling patterns | Distinguish r-controlled /ar/; know sound-spellings of /ar/; decode words with /ar/; spell words common spelling patterns | Distinguish long i and long o; know sound-spellings for long i [i(l)d, i(nd)] and long o [o(l)d]; decode words with long i and long o; spell words with common spelling patterns | Distinguish long i and long o; know sound-spellings for long i (ie) and long o (oe); decode words with long i and long o; spell words with common spelling patterns | Distinguish long e and short e; know sound-spellings for long e (y, ey, ie); decode one-and two-syllable words with long e; spell words with common spelling patterns |
| Introduction | Learn and Blend/Blend It, p. 367 | Learn and Blend/Blend It, p. 381 | Learn and Blend/Blend It, p. 397 | Learn and Blend/Blend It, p. 411 | Learn and Blend/Blend It, p. 425 |
| Phonemic Awareness | Oral Blending, TE pp. 367, 376; Phonemic Manipulation: Add Sounds, TE pp. 371, 378; Phonemic Manipulation: Delete Syllables, TE p. 373 | Oral Blending, TE pp. 381, 390; Phonemic Manipulation: Add Syllables, TE pp. 385, 392; Phonemic Manipulation: Delete Syllables, TE p. 387 | Oral Blending, TE pp. 397, 406; Oral Segmentation, TE pp. 401, 408; Phonemic Manipulation: Delete and Add Syllables, TE p. 403 | Oral Blending, TE pp. 411, 420; Oral Segmentation, TE pp. 415, 422; Phonemic Manipulation: Add and Delete Syllables, TE p. 417 | Oral Blending, TE pp. 425, 434; Oral Segmentation, TE pp. 429, 436; Phonemic Manipulation: Add and Delete Syllables, TE p. 431 |
| English Learners | Sound Transfer, Vocabulary, TE p. 367 | Sound Transfer, Vocabulary, TE p. 381 | Sound Transfer, Vocabulary, TE p. 397 | Sound Transfer, Vocabulary, TE p. 411 | Sound Transfer, Vocabulary, TE p. 425 |
| High-Frequency Words | <i>been, before, pretty, warm</i> , p. 368 | <i>once, upon, yellow, live</i> , p. 382 | <i>even, never, most, another</i> , p. 398 | <i>number, today, special, over</i> , p. 412 | <i>also, myself, off, seven</i> , p. 426 |
| Learning Center | Spelling Patterns, TE p. 368 | Draw and Write, TE p. 382 | Word Clues, TE p. 398 | Spelling with Long Vowels, TE p. 412 | Vowel Sound Match, TE p. 426 |
| Read Connected Text | What is it? , p. 369 | Fran and Jan , p. 383 | A Good Pet , p. 399 | What Is It? , p. 413 | How to Have Fun at the Zoo , p. 427 |
| Teacher Table: Intervention | Address Learning Gaps, TE p. 369; Think and Write, TE p. 372; Word Building, TE p. 375 | Address Learning Gaps, TE p. 383; Think and Write, TE p. 386; Word Building, TE p. 389 | Address Learning Gaps, TE p. 399; Think and Write, TE p. 402; Word Building, TE p. 405 | Address Learning Gaps, TE p. 413; Think and Write, TE p. 416; Word Building, TE p. 419 | Address Learning Gaps, TE p. 427; Think and Write, TE p. 430; Word Building, TE p. 433 |
| Word Sort | Sort It Out, p. 370 | Sort It Out, p. 384 | Sort It Out, p. 400 | Sort It Out, p. 414 | Sort It Out, p. 428 |
| Dictation | <i>1. tall 2. saw 3. walk 4. because 5. I draw a small dog.</i> , p. 371/TE pp. 372, 377 | <i>1. care 2. tear 3. fair 4. share 5. I smell the fresh air.</i> , p. 385/TE pp. 386, 391 | <i>1. wild 2. kind 3. mild 4. sold 5. A child finds the old map.</i> , p. 401/TE pp. 402, 407 | <i>1. tries 2. cried 3. toes 4. goes 5. We dried the dishes.</i> , p. 415/TE pp. 416, 421 | <i>1. money 2. brief 3. happy 4. niece 5. I ate toast with honey.</i> , p. 429/TE pp. 430, 435 |
| Word Building: Make New Words | <i>call, ball, wall, walk, talk, tall, stall, small, mall, malt, salt</i> , p. 372 | <i>air, chair, hair, hare, share, stare, care, bare, bear, pear, wear</i> , p. 386 | <i>mild, wild, wind, find, fold, sold, told</i> , p. 402 | <i>pie, tie, tied, cried, dried, tried, tied, tie, toe, toes, goes</i> , p. 416 | <i>key, monkey, money, honey</i> , p. 430 |
| Read Connected Text: Take-Home Book | A Walk in the Park , pp. 373–374/TE p. 377 | The Three Bears: A Retelling , pp. 387–388/TE p. 391 | Kind Child, Wild Child , pp. 403–404/TE p. 407 | Moe's Diner , pp. 417–418/TE p. 421 | My Super Silly Story , pp. 431–432/TE p. 435 |
| Home-School Connection | Build Fluency, TE p. 373 | Build Fluency, TE p. 387 | Build Fluency, TE p. 403 | Build Fluency, TE p. 417 | Build Fluency, TE p. 431 |
| Word Study/Morphology | Inflectional Endings, p. 375/TE pp. 375, 376, 378 | Transition to Longer Words, p. 389/TE pp. 389, 390, 392 | Transition to Longer Words, p. 405/TE pp. 405, 406, 408 | Transition to Longer Words, p. 419/TE pp. 419, 420, 422 | Transition to Longer Words, p. 433/TE pp. 433, 434, 436 |
| Teacher Table: Intervention | Word Study/Morphology: Inflectional Endings, TE p. 376 | Word Study/Morphology: Transition to Longer Words, TE p. 390 | Word Study/Morphology: Transition to Longer Words, TE p. 406 | Word Study/Morphology: Transition to Longer Words, TE p. 420 <i>Module 4 Set 4</i> | Word Study/Morphology: Transition to Longer Words, TE p. 434 |
| Independent Practice | Read and Write, p. 376 | Read and Write, p. 390 | Read and Write, p. 406 | Read and Write, p. 420 | Read and Write, p. 434 |
| Cumulative Review | Build Fluency, p. 377 | Build Fluency, p. 391 | Build Fluency, p. 407 | Build Fluency, p. 421 | Build Fluency, p. 435 |
| Word Building: Word Ladder | <i>call, ball, tall, wall, walk, talk</i> , p. 378 | <i>care, fare, far, fair, hair, chair</i> , p. 392 | <i>wild, wind, find, fond, fold, told</i> , p. 408 | <i>fried, cried, tied, tie, toe, toes</i> , p. 422 | <i>turkey, key, donkey, monkey, money, honey</i> , p. 436 |
| Writing Extension | Write About It, p. 379 | Write About It, p. 393 | Write About It, p. 409 | Write About It, p. 423 | Write About It, p. 437 |
| Cumulative Assessment | Lessons 21–26, p. 380 | Lessons 22–27, p. 394 | Lessons 23–28, p. 410 | Lessons 24–29, p. 424 | Lessons 25–30, p. 438 |