











Lesson Feature	Unit 1 Lesson 1: Short Vowels	Unit 1 Lesson 2: Closed Syllables 	Unit 1 Lesson 3: Consonant + le Syllables 	Unit 1 Lesson 4: l-Blends, r-Blends, s-Blends	Unit 1 Lesson 5: Final Blends
Target Objectives	Know the sound-spellings for short vowels; decode short vowel words; spell words with short vowel spelling patterns	Know the spelling pattern for closed syllables; decode words with closed syllables; spell words with closed syllable spelling patterns	Know the spelling pattern for consonant + le syllables; decode words with consonant + le syllables; spell words with consonant + le syllable spelling patterns	Know the sound-spellings for l-blends, r-blends, and s-blends; decode l-blends, r-blends, and s-blends words; spell words with l-blends, r-blends, and s-blends spelling patterns	Know the sound-spellings for final blends; decode words with final blends; spell words with final blends
Introduction	Learn and Blend/Blend It, p. 9	Learn and Blend/Blend It, p. 19	Learn and Blend/Blend It, p. 29	Learn and Blend/Blend It, p. 39	Learn and Blend/Blend It, p. 49
English Learners	Sound Transfer, Vocabulary, TE p. 9	Syllabication, Vocabulary, TE p. 19	Sound Transfer, Vocabulary, TE p. 29	Sound Transfer, Vocabulary, TE p. 39	Sound Transfer, Vocabulary, TE p. 49
High-Frequency Words	<i>to, have, they, never, are</i> p. 10/TE pp. 11, 13, 15, 17	<i>what, funny, some, where, were</i> p. 20/TE pp. 21, 23, 25, 27	<i>of, for, fall, live, from</i> p. 30/TE pp. 31, 33, 35, 37	<i>all, come, open, things, today</i> p. 40/TE pp. 41, 43, 45, 47	<i>good, our, do, give, does</i> p. 50/TE pp. 51, 53, 55, 57
Learning Center/Enrichment	Short Vowel Switch, TE p. 10	Closed Syllable Hunt, TE p. 20	Syllable Concentration, TE p. 30	Word Lists, TE p. 40	Five in a Row, TE p. 50
Build Fluency	Speed Drill, p. 11/TE pp. 11-12	Speed Drill, p. 21/TE pp. 21-22	Speed Drill, p. 31/TE pp. 31-32	Speed Drill, p. 41/TE pp. 41-42	Speed Drill, p. 51/TE pp. 51-52
Teacher Table: Intervention	Address Learning Gaps, TE p. 11	Address Learning Gaps, TE p. 21	Address Learning Gaps, TE p. 31	Address Learning Gaps, TE p. 41	Address Learning Gaps, TE p. 51
Read Connected Text	Ben's Tips for Good Health , p. 12	The Joke Book , p. 22	A Happy Baby , p. 32	Off on a Trip , p. 42	Want More Riddles? , p. 52
Word Sort	Sort It Out, p. 13/TE pp. 13-14	Sort It Out, p. 23/TE pp. 23-24	Sort It Out, p. 33/TE pp. 33-34	Sort It Out, p. 43/TE pp. 43-44	Sort It Out, p. 53/TE pp. 53-54
Word Building	<i>read, red, bed, bud, bad, pad, pat, pet, pot, pit, bit, but, bat, bet</i> Make New Words, p. 14	<i>ribbon, bonnet, magnet, kitten, mitten, napkin, pumpkin</i> Syllable Building, p. 24	<i>settle, kettle, cattle, battle, bottle, bubble, nibble, pebble</i> Syllable Building, p. 34	<i>slam, slim, slip, lip, rip, trip, trap, tap, lap, flap, flip, flop, top, stop</i> Make New Words, p. 44	<i>help, held, hand, band, sand, send, sent, bent, bend, belt, best, nest, pest</i> Make New Words, p. 54
Teacher Table: Intervention Guided Spelling/Dictation	<i>1. sack, 2. log, 3. buzz, 4. pick, 5. Did Ben jump and hit his head?</i> , TE p. 14	<i>1. basket, 2. blanket, 3. insect, 4. problem, 5. Does a kitten make a good pet?</i> , TE p. 24	<i>1. bubble, 2. little, 3. pebble, 4. single, 5. The rabbits nibble the grass.</i> , TE p. 34	<i>1. block, 2. fresh, 3. plant, 4. stick, 5. I love the smell of apple muffins.</i> , TE p. 44	<i>1. band, 2. fast, 3. stamp, 4. trust, 5. I have a lamp on my desk.</i> , TE p. 54
Read Connected Text: Decodable Passage	The Big Log , p. 15/TE pp. 15-16	A Nutty Picnic , p. 25/TE pp. 25-26	Riddle Time , p. 35/TE pp. 35-36	Block Party! , p. 45/TE pp. 45-46	Dear Grandma , p. 55/TE pp. 55-56
Home-School Connection	Build Fluency/Student Fluency Sentences, TE p. 15	Build Fluency/Student Fluency Sentences, TE p. 25	Build Fluency/Student Fluency Sentences, TE p. 35	Build Fluency/Student Fluency Sentences, TE p. 45	Build Fluency/Student Fluency Sentences, TE p. 55
Word Study/Morphology	Inflectional Ending -s, p. 16 	"Reading Big Words" Strategy, p. 26	More "Reading Big Words" Strategy, p. 36	Inflectional Ending -ing, p. 46 	Inflectional Ending -ed, p. 56 
Teacher Table: Intervention	Word Building, TE p. 16	Word Building, TE p. 26	Word Building, TE p. 36	Word Building, TE p. 46	Word Building, TE p. 56
Writing Extension	Write About It, p. 17	Write About It, p. 27	Write About It, p. 37	Write About It, p. 47	Write About It, p. 57
Sound-Spelling and Word Study/Morphology	Word Study/Morphology: Inflectional Ending -s, TE p. 17 	Word Study/Morphology: "Reading Big Words" Strategy, TE p. 27	Word Study/Morphology: More "Reading Big Words" Strategy, TE p. 37	Word Study/Morphology: Inflectional Ending -ing, TE p. 47 	Word Study/Morphology: Inflectional Ending -ed, TE p. 57 
Cumulative Assessment	Lesson 1, p. 18	Lessons 1-2, p. 28	Lessons 1-3, p. 38	Lessons 1-4, p. 48	Lessons 1-5, p. 58














Lesson Feature	Unit 2 Lesson 6: Final e 	Unit 2 Lesson 7: Final e Syllables 	Unit 2 Lesson 8: Consonant Digraphs (sh, ch, tch, th)	Unit 2 Lesson 9: Consonant Digraphs (wh, ph, ng, nk) 	Unit 3 Lesson 10: Long a  
Target Objectives	Know the sound-spellings for final e (a_e, e_e, i_e, o_e, u_e); decode words with final e; spell words with final e spelling patterns	Know the spelling pattern for final e syllables; decode words with final e syllables; spell words with final e syllable spelling patterns	Know the sound-spellings for consonant digraphs (sh, ch, tch, th); decode words with consonant digraphs; spell words with consonant digraphs spelling patterns	Know the sound-spellings for consonant digraphs (wh, ph, ng/nk); decode words with consonant digraphs; spell words with consonant digraphs spelling patterns	Know the sound-spellings for long a (a, ai, a_e, ay, ea, eigh); decode long a words; spell words with long a spelling patterns
Introduction	Learn and Blend/Blend It, p. 61	Learn and Blend/Blend It, p. 71	Learn and Blend/Blend It, p. 81	Learn and Blend/Blend It, p. 91	Learn and Blend/Blend It, p. 103
English Learners	Sound Transfer, Vocabulary, TE p. 61	Syllabication, Vocabulary, TE p. 71	Sound Transfer, Vocabulary, TE p. 81	Sound Transfer, Vocabulary, TE p. 91	Sound Transfer, Vocabulary, TE p. 103
High-Frequency Words	<i>then, long, their, saw, was</i> p. 62/TE pp. 63, 65, 67, 69	<i>many, there, said, them, other</i> p. 72/TE pp. 73, 75, 77, 79	<i>after, little, her, want, how</i> p. 82/TE pp. 83, 85, 87, 89	<i>about, another, draw, five, white</i> p. 92/TE pp. 93, 95, 97, 99	<i>if, school, or, any, small</i> p. 104/TE pp. 105, 107, 109, 111
Learning Center/Enrichment	Spin and Spell, TE p. 62	Syllable Hunt, TE p. 72	Sound-Spelling Connection, TE p. 82	Match Game, TE p. 92	Word Sort, TE p. 104
Build Fluency	Speed Drill, p. 63/TE pp. 63-64	Speed Drill, p. 73/TE pp. 73-74	Speed Drill, p. 83/TE pp. 83-84	Speed Drill, p. 93/TE pp. 93-94	Speed Drill, p. 105/TE pp. 105-106
Teacher Table: Intervention	Address Learning Gaps, TE p. 63	Address Learning Gaps, TE p. 73	Address Learning Gaps, TE p. 83	Address Learning Gaps, TE p. 93	Address Learning Gaps, TE p. 105
Read Connected Text	<i>Pine Cones</i> , p. 64	<i>Surprise Party!</i> , p. 74	<i>Yarn from Sheep's Wool</i> , p. 84	<i>Whale Watching</i> , p. 94	<i>Hay Bale Maze</i> , p. 106
Word Sort	Sort It Out, p. 65/TE pp. 65-66	Sort It Out, p. 75/TE pp. 75-76	Sort It Out, p. 85/TE pp. 85-86	Sort It Out, p. 95/TE pp. 95-96	Sort It Out, p. 107/TE pp. 107-108
Word Building	<i>tame, time, dime, dome, home, hole, mole, mule, male, mile</i> Make New Words, p. 66	<i>sideways, sidewalk, mistake, retake, replace, misplace, disgrace, graceful, disgraceful</i> Syllable Building, p. 76	<i>shin, ship, chip, chin, thin, than, that, thatch, match, patch, path, math, mash</i> Make New Words, p. 86	<i>which, whip, sip, sing, sung, sunk, sink, pink, think, thing, ring, rink</i> Make New Words, p. 96	<i>break, steak, stay, stain, train, brain, rain, pain, pay, bay, ray, tray</i> Make New Words, p. 108
Teacher Table: Intervention Guided Spelling/Dictation	<i>1. bone, 2. cube, 3. pride, 4. shade, 5. The mice ran to the pine tree.</i> , TE p. 66	<i>1. unmade, 2. mistake, 3. dislike, 4. suppose, 5. A snake is a reptile.</i> , TE p. 76	<i>1. shed, 2. chick, 3. flash, 4. catch, 5. The thick wool will be made into cloth.</i> , TE p. 86	<i>1. king, 2. pink, 3. strong, 4. graph, 5. Do you think the phone will ring?</i> , TE p. 96	<i>1. gray, 2. break, 3. weigh, 4. praise, 5. We will paint the sleigh red.</i> , TE p. 108
Read Connected Text: Decodable Passage	<i>A Place in Space</i> , p. 67/TE pp. 67-68	<i>A Place for Wildlife</i> , p. 77/TE pp. 77-78	<i>A Horse's Tail</i> , p. 87/TE pp. 87-88	<i>A Year of Seasons</i> , p. 97/TE pp. 97-98	<i>Nate, Don't Be Late!</i> , p. 109/TE pp. 109-110
Home-School Connection	Build Fluency/Student Fluency Sentences, TE p. 67	Build Fluency/Student Fluency Sentences, TE p. 77	Build Fluency/Student Fluency Sentences, TE p. 87	Build Fluency/Student Fluency Sentences, TE p. 97	Build Fluency/Student Fluency Sentences, TE p. 109
Word Study/Morphology	Soft c and Soft g, p. 68	Inflectional Endings (drop e), p. 78	Possessives, p. 88	Three-Letter Blends, p. 98 	Contractions, p. 110
Teacher Table: Intervention	Word Building, TE p. 68	Word Building, TE p. 78	Word Building, TE p. 88	Word Building, TE p. 98	Word Building, TE p. 110
Writing Extension	Write About It, p. 69	Write About It, p. 79	Write About It, p. 89	Write About It, p. 99	Write About It, p. 111
Sound-Spelling and Word Study/Morphology	Word Study/Morphology: Soft c and Soft g, TE p. 69	Word Study/Morphology: Inflectional Endings (drop e), TE p. 79	Word Study/Morphology: Possessives, TE p. 89	Word Study/Morphology: Three-Letter Blends, TE p. 99 	Word Study/Morphology: Contractions, TE p. 111
Cumulative Assessment	Lessons 1-6, p. 70	Lessons 2-7, p. 80	Lessons 3-8, p. 90	Lessons 4-9, p. 100	Lessons 5-10, p. 112



Lesson Feature	Unit 3 Lesson 11: Open Syllables 	Unit 3 Lesson 12: Long e  	Unit 3 Lesson 13: Vowel Team Syllables  	Unit 3 Lesson 14: Long i  	Unit 3 Lesson 15: Long o   
Target Objectives	Know the spelling pattern for open syllables; decode words with open syllables; spell words with open syllable spelling patterns	Know the sound-spellings for long e (e, e_e, ee, ea, y, ey, ie, ei); decode long e words; spell words with long e spelling patterns	Know the spelling patterns for vowel team syllables; decode words with vowel team syllables; spell words with vowel team syllable spelling patterns	Know the sound-spellings for long i (i, i_e, igh, y, ie); decode long i words; spell words with long i spelling patterns	Know the sound-spellings for long o (oa, ow, o_e, oe, o); decode long o words; spell words with long o spelling patterns
Introduction	Learn and Blend/Blend It, p. 113	Learn and Blend/Blend It, p. 123	Learn and Blend/Blend It, p. 133	Learn and Blend/Blend It, p. 143	Learn and Blend/Blend It, p. 153
English Learners	Sound Transfer, Vocabulary, TE p. 113	Sound Transfer, Vocabulary, TE p. 123	Sound Transfer, Vocabulary, TE p. 133	Sound Transfer, Vocabulary, TE p. 143	Sound Transfer, Vocabulary, TE p. 153
High-Frequency Words	<i>don't, would, off, out, more</i> p. 114/TE pp. 115, 117, 119, 121	<i>going, which, bring, with, round</i> p. 124/TE pp. 125, 127, 129, 131	<i>been, done, even, one, different</i> p. 134/TE pp. 135, 137, 139, 141	<i>every, for, eight, try, walk</i> p. 144/TE pp. 145, 147, 149, 151	<i>why, because, could, eat, you</i> p. 154/TE pp. 155, 157, 159, 161
Learning Center/Enrichment	Syllable Puzzles, TE p. 114	Spin and Spell, TE p. 124	Vowel Team Syllable Hunt, TE p. 134	Match Five, TE p. 144	Spelling Patterns, TE p. 154
Build Fluency	Speed Drill, p. 115/TE pp. 115-116	Speed Drill, p. 125/TE pp. 125-126	Speed Drill, p. 135/TE pp. 135-136	Speed Drill, p. 145/TE pp. 145-146	Speed Drill, p. 155/TE pp. 155-156
Teacher Table: Intervention	Address Learning Gaps, TE p. 115	Address Learning Gaps, TE p. 125	Address Learning Gaps, TE p. 135	Address Learning Gaps, TE p. 145	Address Learning Gaps, TE p. 155
Read Connected Text	Would You Like? , p. 116	Buying as a Beaver , p. 126	Breakfast Time , p. 136	A Ride into the Wild , p. 146	Scarecrow Joe , p. 156
Word Sort	Sort It Out, p. 117/TE pp. 117-118	Sort It Out, p. 127/TE pp. 127-128	Sort It Out, p. 137/TE pp. 137-138	Sort It Out, p. 147/TE pp. 147-148	Sort It Out, p. 157/TE pp. 157-158
Word Building	<i>baby, basic, cozy, hazy, lazy, lady, tidy, tiger</i> Syllable Building, p. 118	<i>field, feed, weed, week, weak, leak, leap, lead, deal, deep, keep, key</i> Make New Words, p. 128	<i>remain, maintain, retain, contain, donkey, monkey, Monday, weekday, weekend</i> Syllable Building, p. 138	<i>my, try, fry, dry, die, tie, lie, light, sight, fight, fright, might</i> Make New Words, p. 148	<i>go, got, goat, oat, oak, soak, soap, sap, map, mop, mow, grow</i> Make New Words, p. 158
Teacher Table: Intervention Guided Spelling/Dictation	<i>1. cozy, 2. frozen, 3. cabin, 4. tiger, 5. The baby shakes the rattle.,</i> TE p. 118	<i>1. cheek, 2. piece, 3. speed, 4. bleach, 5. There is a stream in the field.,</i> TE p. 128	<i>1. remain, 2. away, 3. really, 4. money, 5. The book is beneath my desk.,</i> TE p. 138	<i>1. high, 2. fry, 3. right, 4. blind, 5. The child did not want to ride at night.,</i> TE p. 148	<i>1. low, 2. toe, 3. cold, 4. float, 5. We hope Joe will scare the crows.,</i> TE p. 158
Read Connected Text: Decodable Passage	Animals on the Go , p. 119/TE pp. 119-120	A Piece of Cheese , p. 129/TE pp. 129-130	Fireboats , p. 139/TE pp. 139-140	How to Make Mud Pies , p. 149/TE pp. 149-150	A Show on the Road , p. 159/TE pp. 159-160
Home-School Connection	Build Fluency/Student Fluency Sentences, TE p. 119	Build Fluency/Student Fluency Sentences, TE p. 129	Build Fluency/Student Fluency Sentences, TE p. 139	Build Fluency/Student Fluency Sentences, TE p. 149	Build Fluency/Student Fluency Sentences, TE p. 159
Word Study/Morphology 1	Inflectional Endings (double final consonant), p. 120	Inflectional Endings (change y to i), p. 130	Silent Letters (kn, wr, gn, mb), p. 140	Suffixes (-y, -ly), p. 150	Compound Words, p. 160
Teacher Table: Intervention	Word Building, TE p. 120	Word Building, TE p. 130	Word Building, TE p. 140	Word Building, TE p. 150	Word Building, TE p. 160
Writing Extension	Write About It, p. 121	Write About It, p. 131	Write About It, p. 141	Write About It, p. 151	Write About It, p. 161
Sound-Spelling and Word Study/Morphology	Word Study/Morphology: Inflectional Endings (double final consonant), TE p. 121	Word Study/Morphology: Inflectional Endings (change y to i), TE p. 131	Word Study/Morphology: Silent Letters (kn, wr, gn, mb), TE p. 141	Word Study/Morphology: Suffixes (-y, -ly), TE p. 151	Word Study/Morphology: Compound Words, TE p. 161
Cumulative Assessment	Lessons 6-11, p. 122	Lessons 7-12, p. 132	Lessons 8-13, p. 142	Lessons 9-14, p. 152	Lessons 10-15, p. 162



Lesson Feature	Unit 3 Lesson 16: Long u 	Unit 3 Lesson 17: Consonant + le Syllables 	Unit 4 Lesson 18: r-Controlled Vowel /är/ 	Unit 4 Lesson 19: r-Controlled Vowel /ür/ 	Unit 4 Lesson 20: r-Controlled Vowel /ör/ 
Target Objectives	Know the sound-spellings for long u (u, u_e, ew, ue, iew); decode long u words; spell words with long u spelling patterns	Know the spelling pattern for consonant + le syllables; decode words with consonant + le syllables; spell words with consonant + le syllable spelling patterns	Know the sound-spellings for r-controlled vowel /är/; decode r-controlled vowel /är/ words; spell words with r-controlled vowel /är/	Know the sound-spellings for r-controlled vowel /ür/; decode r-controlled vowel /ür/ words; spell words with r-controlled vowel /ür/	Know the sound-spellings for r-controlled vowel /ör/; decode r-controlled vowel /ör/ words; spell words with r-controlled vowel /ör/
Introduction	Learn and Blend/Blend It, p. 163	Learn and Blend/Blend It, p. 173	Learn and Blend/Blend It, p. 185	Learn and Blend/Blend It, p. 195	Learn and Blend/Blend It, p. 205
English Learners	Sound Transfer, Vocabulary, TE p. 163	Sound Transfer, Vocabulary, TE p. 173	Sound Transfer, Vocabulary, TE p. 185	Sound Transfer, Vocabulary, TE p. 195	Sound Transfer, Vocabulary, TE p. 205
High-Frequency Words	<i>together, around, first, its, part</i> p. 164/TE pp. 165, 167, 169, 171	<i>both, clean, drink, must, these</i> p. 174/TE pp. 175, 177, 179, 181	<i>always, blue, put, only, found</i> p. 186/TE pp. 187, 189, 191, 193	<i>no, now, myself, on, laugh</i> p. 196/TE pp. 197, 199, 201, 203	<i>hurt, buy, four, hold, again</i> p. 206/TE pp. 207, 209, 211, 213
Learning Center/Enrichment	Five in a Row, TE p. 164	Syllable Concentration, TE p. 174	Five in a Row, TE p. 186	Spin and Spell, TE p. 196	Spin and Spell, TE p. 206
Build Fluency	Speed Drill, p. 165/TE pp. 165-166	Speed Drill, p. 175/TE pp. 175-176	Speed Drill, p. 187/TE pp. 187-188	Speed Drill, p. 197/TE pp. 197-198	Speed Drill, p. 207/TE pp. 207-208
Teacher Table: Intervention	Address Learning Gaps, TE p. 165	Address Learning Gaps, TE p. 175	Address Learning Gaps, TE p. 187	Address Learning Gaps, TE p. 197	Address Learning Gaps, TE p. 207
Read Connected Text	A Few More Riddles! , p. 166	Lion and Mouse , p. 176	Star Party , p. 188	A Laughing Game , p. 198	Florida Trip , p. 208
Word Sort	Sort It Out, p. 167/TE pp. 167-168	Sort It Out, p. 177/TE pp. 177-178	Sort It Out, p. 189/TE pp. 189-190	Sort It Out, p. 199/TE pp. 199-200	Sort It Out, p. 209/TE pp. 209-210
Word Building	<i>cue, cute, mute, mule, use, fuse, fume, fuel, few</i> Make New Words, p. 168	<i>needle, paddle, beetle, title, eagle, bugle, struggle</i> Syllable Building, p. 178	<i>arm, farm, far, car, scar, cart, part, dart, dark, mark, park, spark</i> Make New Words, p. 190	<i>sir, stir, fir, first, burst, burn, churn, turn, urn, fur, fern</i> Make New Words, p. 200	<i>for, form, fort, port, sport, short, shore, sore, store, score, core</i> Make New Words, p. 210
Teacher Table: Intervention Guided Spelling/Dictation	<i>1. few, 2. cube, 3. fume, 4. human, 5. Can you view the whole town from the top of the hill?</i> , TE p. 168	<i>1. apple, 2. middle, 3. eagle, 4. kettle, 5. The funny riddle made me giggle.</i> , TE p. 178	<i>1. bark, 2. card, 3. shark, 4. smart, 5. I left the cart in the yard.</i> , TE p. 190	<i>1. burn, 2. verb, 3. third, 4. swirl, 5. I will plant the fern in the dirt.</i> , TE p. 200	<i>1. soar, 2. fork, 3. more, 4. chore, 5. We left the store before the storm hit.</i> , TE p. 210
Read Connected Text: Decodable Passage	Make a Card , p. 169/TE pp. 169-170	At the Stable , p. 179/TE pp. 179-180	Sparky , p. 191/TE pp. 191-192	Escape from Danger , p. 201/TE pp. 201-202	A Roar at the Door! , p. 211/TE pp. 211-212
Home-School Connection	Build Fluency/Student Fluency Sentences, TE p. 169	Build Fluency/Student Fluency Sentences, TE p. 179	Build Fluency/Student Fluency Sentences, TE p. 191	Build Fluency/Student Fluency Sentences, TE p. 201	Build Fluency/Student Fluency Sentences, TE p. 211
Word Study/Morphology	Prefixes (un-, re-, dis-), p. 170 	Homophones, p. 180	Comparative Suffixes (-er, -est), p. 192 	Suffixes (-ful, -less), p. 202 	Abbreviations, p. 212
Teacher Table: Intervention	Word Building, TE p. 170	Word Building, TE p. 180	Word Building, TE p. 192	Word Building, TE p. 202	Word Building, TE p. 212
Writing Extension	Write About It, p. 171	Write About It, p. 181	Write About It, p. 193	Write About It, p. 203	Write About It, p. 213
Sound-Spelling and Word Study/Morphology	Word Study/Morphology: Prefixes (un-, re-, dis-), TE p. 171 	Word Study/Morphology: Homophones, TE p. 181	Word Study/Morphology: Comparative Suffixes (-er, -est), TE p. 193 	Word Study/Morphology: Suffixes (-ful, -less), TE p. 203 	Word Study/Morphology: Abbreviations, TE p. 213
Cumulative Assessment	Lessons 11-16, p. 172	Lessons 12-17, p. 182	Lessons 13-18, p. 194	Lessons 14-19, p. 204	Lessons 15-20, p. 214



Lesson Feature	Unit 4 Lesson 21: r-Controlled Vowel /är/ 	Unit 4 Lesson 22: r-Controlled Vowel Syllables 	Unit 4 Lesson 23: Consonant + le Syllables 	Unit 5 Lesson 24: Short oo and Long oo 	Unit 5 Lesson 25: Diphthong /ou/ 
Target Objectives	Know the sound-spellings for r-controlled vowel /är/; decode r-controlled vowel /är/ words; spell words with r-controlled vowel /är/	Know the spelling pattern for r-controlled vowel syllables; decode words with r-controlled vowel syllables; spell words with r-controlled vowel syllables spelling patterns	Know the spelling pattern for consonant + le syllables; decode words with consonant + le syllables; spell words with consonant + le syllable spelling patterns	Know the sound-spellings for short oo and long oo; decode short oo and long oo words; spell words with short oo and long oo spelling patterns	Know the sound-spellings for diphthong /ou/; decode diphthong /ou/ words; spell words with diphthong /ou/ spelling patterns
Introduction	Learn and Blend/Blend It, p. 215	Learn and Blend/Blend It, p. 225	Learn and Blend/Blend It, p. 235	Learn and Blend/Blend It, p. 247	Learn and Blend/Blend It, p. 257
English Learners	Sound Transfer, Vocabulary, TE p. 215	Sound Transfer, Vocabulary, TE p. 225	Sound Transfer, Vocabulary, TE p. 235	Sound Transfer, Vocabulary, TE p. 247	Sound Transfer, Vocabulary, TE p. 257
High-Frequency Words	<i>who, new, look, read, shall</i> p. 216/TE pp. 217, 219, 221, 223	<i>those, used, so, right, once</i> p. 226/TE pp. 227, 229, 231, 233	<i>but, each, fly, here, kind</i> p. 236/TE pp. 237, 239, 241, 243	<i>full, know, most, two, words</i> p. 248/TE pp. 249, 251, 253, 255	<i>by, goes, time, through, water</i> p. 258/TE pp. 259, 261, 263, 265
Learning Center/Enrichment	Match Game, TE p. 216	Spelling with r-Controlled Vowels, TE p. 226	Consonant + le Syllable Concentration, TE p. 236	Consonant + le Syllable Concentration, TE p. 248	Match Game, TE p. 258
Build Fluency	Speed Drill, p. 217/TE pp. 217-218	Speed Drill, p. 227/TE pp. 227-228	Speed Drill, p. 237/TE pp. 237-238	Speed Drill, p. 249/TE pp. 249-250	Speed Drill, p. 259/TE pp. 259-260
Teacher Table: Intervention	Address Learning Gaps, TE p. 217	Address Learning Gaps, TE p. 227	Address Learning Gaps, TE p. 237	Address Learning Gaps, TE p. 249	Address Learning Gaps, TE p. 259
Read Connected Text	Start a Book Club , p. 218	Mark and the Tigers , p. 228	A Silly Poem , p. 238	More Riddles , p. 250	Around We Go , p. 260
Word Sort	Sort It Out, p. 219/TE pp. 219-220	Sort It Out, p. 229/TE pp. 229-230	Sort It Out, p. 239/TE pp. 239-240	Sort It Out, p. 251/TE pp. 251-252	Sort It Out, p. 261/TE pp. 261-262
Word Building	<i>air, chair, stair, stare, scare, share, bare, bear, tear, wear, swear</i> Make New Words, p. 220	<i>marble, market, thirty, dirty, supper, pepper, perfect</i> Syllable Building, p. 230	<i>label, rebel, local, vocal, turtle, little, rattle</i> Syllable Building, p. 240	<i>crook, brook, book, took, look, cook, cool, tool, pool, spool, spoon, soon</i> Make New Words, p. 252	<i>cow, crown, clown, cloud, loud, found, frown, brown, town, down</i> Make New Words, p. 262
Teacher Table: Intervention Guided Spelling/Dictation	<i>1. dare, 2. hair, 3. wear, 4. pear, 5. The bear scared us!</i> , TE p. 220	<i>1. market, 2. winter, 3. turkey, 4. forty, 5. The sign says "do not disturb."</i> , TE p. 230	<i>1. fable, 2. bagel, 3. final, 4. total, 5. The wings on my angel costume sparkle.</i> , TE p. 240	<i>1. mood, 2. could, 3. clue, 4. foot, 5. The picture book has just a few words on each page.</i> , TE p. 252	<i>1. count, 2. plow, 3. frown, 4. about, 5. That clown is a grouch!</i> , TE p. 262
Read Connected Text: Decodable Passage	Bears , p. 221/TE pp. 221-222	The Dairy Farm , p. 231/TE pp. 231-232	Watching Birds , p. 241/TE pp. 241-242	Moose on the Loose , p. 253/TE pp. 253-254	How to Make Lemonade , p. 263/TE pp. 263-264
Home-School Connection	Build Fluency/Student Fluency Sentences, TE p. 221	Build Fluency/Student Fluency Sentences, TE p. 231	Build Fluency/Student Fluency Sentences, TE p. 241	Build Fluency/Student Fluency Sentences, TE p. 253	Build Fluency/Student Fluency Sentences, TE p. 263
Word Study/Morphology	Homographs, p. 222	Irregular Plurals, p. 232 	Inflectional Endings with Spelling Changes, p. 242 	Suffixes (-ful, -less, -y, -ly), p. 254 	Compound Words, p. 264
Teacher Table: Intervention	Word Building, TE p. 222	Word Building, TE p. 232	Word Building, TE p. 242	Word Building, TE p. 254	Word Building, TE p. 264
Writing Extension	Write About It, p. 223	Write About It, p. 233	Write About It, p. 243	Write About It, p. 255	Write About It, p. 265
Sound-Spelling and Word Study/Morphology	Word Study/Morphology: Homographs, TE p. 223	Word Study/Morphology: Irregular Plurals, TE p. 233 	Word Study/Morphology: Inflectional Endings with Spelling Changes, TE p. 243 	Word Study/Morphology: Suffixes (-ful, -less, -y, -ly), TE p. 255 	Word Study/Morphology: Compound Words, TE p. 265
Cumulative Assessment	Lessons 16-21, p. 224	Lessons 17-22, p. 234	Lessons 18-23, p. 244	Lessons 19-24, p. 256	Lessons 20-25, p. 266



Lesson Feature	Unit 5 Lesson 26: Diphthong /oi/ 	Unit 5 Lesson 27: Complex Vowel /ô/ 	Unit 5 Lesson 28: Vowel Team Syllables 	Unit 6 Lesson 29: Review Syllable Types 	Unit 6 Lesson 30: Final Stable Syllables
Target Objectives	Know the sound-spellings for diphthong /oi/; decode diphthong /oi/ words; spell words with diphthong /oi/ spelling patterns	Know the sound-spellings for complex vowel /ô/; decode complex vowel /ô/ words; spell words with complex vowel /ô/ spelling patterns	Know the spelling patterns for vowel team syllables; decode words with vowel team syllables; spell words with vowel team syllable spelling patterns	Know the spelling patterns for the six syllable types; decode words for the six syllable types; spell words with spelling patterns for the six syllable types	Know the spelling pattern for final stable syllables; decode words with final stable syllables; spell words with final stable syllable spelling patterns
Introduction	Learn and Blend/Blend It, p. 267	Learn and Blend/Blend It, p. 277	Learn and Blend/Blend It, p. 287	Learn and Blend/Blend It, p. 299	Learn and Blend/Blend It, p. 309
English Learners	Sound Transfer, Vocabulary, TE p. 267	Sound Transfer, Vocabulary, TE p. 277	Sound Transfer, Vocabulary, TE p. 287	Sound Transfer, Vocabulary, TE p. 299	Sound Transfer, Vocabulary, TE p. 309
High-Frequency Words	<i>better, away, show, pretty, place</i> p. 268/TE pp. 269, 271, 273, 275	<i>soon, pull, over, also, carry</i> p. 278/TE pp. 279, 281, 283, 285	<i>people, warm, wash, call, very</i> p. 288/TE pp. 289, 291, 293, 295	<i>start, please, thank, own, before</i> p. 300/TE pp. 301, 303, 305, 307	<i>work, years, three, into, such</i> p. 310/TE pp. 310, 311, 313, 315, 317
Learning Center/Enrichment	Diphthong Hunt, TE p. 268	Spelling Patterns, TE p. 278	Vowel Team Syllable Hunt, TE p. 288	Syllable Sort, TE p. 300	Syllable Match-up, TE p. 310
Build Fluency	Speed Drill, p. 269/TE pp. 269-270	Speed Drill, p. 279/TE pp. 279-280	Speed Drill, p. 289/TE pp. 289-290	Speed Drill, p. 301/TE pp. 301-302	Speed Drill, p. 311/TE pp. 311-312
Teacher Table: Intervention	Address Learning Gaps, TE p. 269	Address Learning Gaps, TE p. 279	Address Learning Gaps, TE p. 289	Address Learning Gaps, TE p. 301	Address Learning Gaps, TE p. 311
Read Connected Text	Toy Drive! , p. 270	Squawk and Talk , p. 280	The Dog Wash , p. 290	Dear Uncle Robert , p. 302	Mission to Mars , p. 312
Word Sort	Sort It Out, p. 271/TE pp. 271-272	Sort It Out, p. 281/TE pp. 281-282	Sort It Out, p. 291/TE pp. 291-292	Sort It Out, p. 303/TE pp. 303-304	Sort It Out, p. 313/TE pp. 313-314
Word Building	<i>joy, toy, boy, boil, oil, soil, coil, coin, join, joint</i> Make New Words, p. 272	<i>all, tall, stall, call, ball, wall, walk, talk, stalk, straw, raw</i> Make New Words, p. 282	<i>yellow, follow, bowtie, rainbow, raincoat, retie, replay, playful</i> Syllable Building, p. 292	<i>turkey, turtle, title, beetle, little, litter, explode, explore</i> Syllable Building, p. 304	<i>caption, nation, nature, pasture, capture, passion, mansion, measure, treasure</i> Syllable Building, p. 314
Teacher Table: Intervention Guided Spelling/Dictation	<i>1. coin, 2. joy, 3. point, 4. enjoy, 5. What is that noise?</i> , TE p. 272	<i>1. fall, 2. chalk, 3. fault, 4. claw, 5. The small fawn has spots on it.</i> , TE p. 282	<i>1. chewy, 2. complain, 3. follow, 4. destroy, 5. I saw the rainbow out the window.</i> , TE p. 292	<i>1. needle, 2. bagel, 3. fossil, 4. maintain, 5. We painted a purple face on the pumpkin.</i> , TE p. 304	<i>1. nation, 2. tension, 3. future, 4. pressure, 5. Some dragons in books protect treasure.</i> , TE p. 314
Read Connected Text: Decodable Passage	The Compost Heap , p. 273/TE pp. 273-274	My Dog, Rex , p. 283/TE pp. 283-284	The Mural , p. 293/TE pp. 293-294	Robots , p. 305/TE pp. 305-306	Creature Features , p. 315/TE pp. 315-316
Home-School Connection	Build Fluency/Student Fluency Sentences, TE p. 273	Build Fluency/Student Fluency Sentences, TE p. 283	Build Fluency/Student Fluency Sentences, TE p. 293	Build Fluency/Student Fluency Sentences, TE p. 305	Build Fluency/Student Fluency Sentences, TE p. 315
Word Study/Morphology	Prefixes (un-, re-, dis-, pre-, mis-), p. 274 	More Irregular Plurals, p. 284	More Inflectional Endings with Spelling Changes, p. 294 	Related Words, p. 306 	More Related Words, p. 316 
Teacher Table: Intervention	Word Building, TE p. 274	Word Building, TE p. 284	Word Building, TE p. 294	Word Building, TE p. 306	Word Building, TE p. 316
Writing Extension	Write About It, p. 275	Write About It, p. 285	Write About It, p. 295	Write About It, p. 307	Write About It, p. 317
Sound-Spelling and Word Study/Morphology	Word Study/Morphology: Prefixes (un-, re-, dis-, pre-, mis-), TE p. 275 	Word Study/Morphology: More Irregular Plurals, TE p. 285	Word Study/Morphology: More Inflectional Endings with Spelling Changes, TE p. 295 	Word Study/Morphology: Related Words, TE p. 307 	Word Study/Morphology: More Related Words, TE p. 317 
Cumulative Assessment	Lessons 21-26, p. 276	Lessons 22-27, p. 286	Lessons 23-28, p. 296	Lessons 24-29, p. 308	Lessons 25-30, p. 318