



Lesson Feature	Unit 1 Lesson 1: Mm 	Unit 1 Lesson 2: Short a 	Unit 1 Lesson 3: Ss 	Unit 1 Lesson 4: Tt 	Unit 1 Lesson 5: Pp 
Target Objectives	Know /m/ spelled m; decode words with Mm; write Mm; read and spell words with /m/ spelled m	Know the sound-spelling for short a; decode words with short a; write Aa; identify short a words	Know /s/ spelled s; decode words with Ss; write Ss; read and spell words with /s/ spelled s	Know /t/ spelled t; decode words with Tt; write Tt; read and spell words with /t/ spelled t	Know /p/ spelled p; decode words with Pp; write Pp; read and spell words with /p/ spelled p
Alphabet	Uppercase Letters, p. 9; Letter Sequence, p. 10	Lowercase Letters, pp. 21–22	Uppercase and Lowercase Letters, pp. 35–36	Match Uppercase and Lowercase Letters, pp. 49–50	Match Uppercase and Lowercase Letters, pp. 63–64
Alphabet Recognition/Alphabet Sequence	Alphabet Recognition: Sing the “Alphabet Song”/Uppercase Letters, TE pp. 9–10; Alphabet Sequence: Letter Sequence, TE p. 10; Alphabet Recognition: Review/Extend, TE p. 11	Alphabet Recognition: Cumulative Quick Check/Lowercase Letters, TE p. 21; Alphabet Sequence, TE p. 22; Alphabet Recognition: Review Uppercase Letters/Extend, TE p. 26	Alphabet Recognition: Cumulative Quick Check/Uppercase and Lowercase Letters, TE pp. 35–36; Alphabet Review: Identify Lowercase Letters, TE p. 40	Alphabet Recognition: Cumulative Quick Check/Match Uppercase and Lowercase Letters (Aa-Mm), TE p. 49; Match Uppercase and Lowercase Letters (Nn-Zz), TE p. 50; TE p. 54	Alphabet Recognition: Cumulative Quick Check/Match Uppercase and Lowercase Letters (Aa-Mm), TE pp. 63–64; Match Uppercase and Lowercase Letters, TE p. 68
Learning Center	Alphabet Corner, TE p. 10; Man in the Moon, TE p. 15	Alphabet Corner, TE p. 22	n/a	n/a	n/a
Introduction	Learn and Say/Say It, p. 14	Learn and Say/Say It, p. 23	Learn and Say/Say It, p. 37	Learn and Blend/Blend It, p. 51	Learn and Blend/Blend It, p. 37
Phonemic Awareness	Recognize Rhyme, TE pp. 9, 17; Clap Syllables, TE p. 11; Blend Syllables, TE p. 14; Identify Words in Spoken Sentences, TE p. 17	Identify Words in Spoken Sentences, TE p. 24; Clap Syllables, TE p. 28; Blend Syllables, TE p. 30; Oral Blending, TE p. 35	Oral Blending, TE pp. 35, 47; Identify Words in Spoken Sentences, TE p. 38; Isolate Beginning Sounds, TE p. 42; Alliteration, TE p. 44	Isolate Beginning Sounds, TE pp. 49, 58; Identify Words in Spoken Sentences, TE p. 52; Recognize Rhyme, TE p. 56; Blend Syllables, TE p. 61	Oral Blending, TE p. 63; Identify Words in Spoken Sentences, TE p. 66; Isolate Beginning and Ending Sounds, TE p. 70; Clap and Count Syllables, TE pp. 72, 75
Teacher Table: English Learners	Character Transfer, Vocabulary, TE p. 9; Sound Transfer, Vocabulary, TE p. 14	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	n/a	<i>write one’s name</i> , p. 28	<i>I am 2. I see Sam.</i> , p. 42	<i>I at 2. I sat.</i> , p. 53	<i>I map 2. Pam can tap.</i> , p. 70
Read Connected Text	My ABC Book , pp. 11–12	I Can , pp. 25–26	Sam , pp. 39–40	Sam Sat , pp. 53–54	I Like , pp. 67–68
Handwriting	Trace and Write, p. 16	Trace and Write, p. 27	Trace and Write, p. 41	Trace and Write, p. 55	Trace and Write, p. 69
Print Concepts	Understanding How Sentences Work, TE p. 12	Understanding How Sentences Work, TE p. 26	Understanding How Sentences Work, TE p. 40	Understanding How Sentences Work, TE p. 54	Understanding How Sentences Work, TE p. 68
Dictation	n/a	<i>write one’s name</i> , p. 28	<i>I am 2. I see Sam.</i> , p. 42	<i>I at 2. I sat.</i> , p. 53	<i>I map 2. Pam can tap.</i> , p. 70
Word Building	n/a	<i>I, can, am</i> , p. 29	<i>see, a, I, am, Sam</i> , p. 43	<i>on, the, at, mat, sat</i> , p. 57	<i>like, to, pat, map, sat</i> , p. 71
Sound Sort	Sort It Out, p. 15	Sort It Out, p. 30	Sort It Out, p. 44	Sort It Out, p. 58	Sort It Out, p. 72
Independent Practice	Read and Write, p. 17	Read and Write, p. 31	Read and Write, p. 45	Read and Write, p. 59	Read and Write, p. 73
Cumulative Review	Uppercase Letters, p. 18	Build Fluency, p. 32	Build Fluency, p. 46	Build Fluency, p. 60	Build Fluency, p. 74
Home-School Connection	Build Fluency , TE p. 18	Build Fluency , TE p. 32	Build Fluency , TE p. 46	Build Fluency , TE p. 60	Build Fluency , TE p. 74
Writing Extension	Draw About It, p. 19	Draw About It, p. 33	Write About It, p. 47	Write About It, p. 61	Write About It, p. 75
Cumulative Assessment	Fluency Check, p. 20	Fluency Check, p. 34	Fluency Check, p. 48	Fluency Check, p. 62	Fluency Check, p. 76
Teacher Table: Intervention	Informal Assessment, TE p. 11; Memory Devices, TE p. 16; Say and Write, TE p. 17	Informal Assessment, TE p. 21; Address Learning Gaps, TE p. 24; Address Fine Motor Skills, TE p. 27; Think and Write, TE p. 29; Say and Write, TE p. 31	Informal Assessment, TE p. 35; Address Learning Gaps, TE p. 38; Address Fine Motor Skills, TE p. 41; Think and Write, TE pp. 43, 45	Informal Assessment, TE p. 49; Address Learning Gaps, TE p. 52; Address Fine Motor Skills, TE p. 55; Think and Write, TE pp. 57, 59	Informal Assessment, TE p. 63; Address Learning Gaps, TE p. 66; Address Fine Motor Skills, TE p. 69; Think and Write, TE pp. 71, 73



Lesson Feature	Unit 2 Lesson 6: Nn 	Unit 2 Lesson 7: Short i 	Unit 2 Lesson 8: Cc 	Unit 2 Lesson 9: Ff 	Unit 2 Lesson 10: Dd 
Target Objectives	Know /n/ spelled n; decode words with Nn; write Nn; read and spell words with /n/ spelled n; decode words with /n/ spelling n	Know /i/ spelled i; decode words with short i; write i; read and spell words with /i/ spelled i; decode words with /i/ spelling i	Know /k/ spelled c; decode words with Cc; write Cc; read and spell words with /k/ spelled c; decode words with /k/ spelling ck	Know /f/ spelled f; decode words with Ff; write Ff; read and spell words with /f/ spelled f; decode words with /f/ spelling f	Know /d/ spelled d; decode words with Dd; write Dd; read and spell words with /d/ spelled d; decode words with /d/ spelling d
Introduction	Learn and Blend/Blend It, p. 79	Learn and Blend/Blend It, p. 91	Learn and Blend/Blend It, p. 103	Learn and Blend/Blend It, p. 115	Learn and Blend/Blend It, p. 127
Phonemic Awareness	Oral Blending, TE p. 79; Recognize Rhyme, TE pp. 81, 84; Isolate Beginning and Ending Sounds, TE pp. 86, 89	Oral Blending, TE p. 91; Recognize Rhyme, TE pp. 93, 96; Isolate Beginning and Ending Sounds, TE pp. 98, 101	Oral Blending, TE p. 103; Recognize Rhyme, TE pp. 105, 108; Isolate Beginning, Medial, and Ending Sounds, TE pp. 110, 113	Oral Blending, TE p. 115; Recognize and Produce Rhyme, TE pp. 117, 120; Isolate Beginning, Medial, and Ending Sounds, TE pp. 122, 125	Oral Blending, TE p. 127; Oral Segmentation, TE pp. 129, 132; Isolate Beginning, Medial, and Ending Sounds, TE pp. 134, 137
Teacher Table: English Learners	Sound Transfer, Vocabulary, TE p. 79	Sound Transfer, Vocabulary, TE p. 91	Sound Transfer, Vocabulary, TE p. 103	Sound Transfer, Vocabulary, TE p. 115	Sound Transfer, Vocabulary, TE p. 127
Learning Center	No Card Match, TE p. 80	Ii Drawing, TE p. 92	Cc Tic-Tac-Toe, TE p. 104	Ff Sentences, TE p. 116	Dd CVollage, TE p. 128
High-Frequency Words	<i>is, it</i> , p. 80	<i>big, little</i> , p. 92	<i>my, good</i> , p. 104	<i>yes, no</i> , p. 116	<i>look, he</i> , p. 128
Read Connected Text	What Is It? , pp. 81–82	Big and Little , pp. 93–94	Good Cat , pp. 105–106	Can It Fit? , pp. 117–118	Dan and Dad, pp. 129–130
Handwriting	Trace and Write, p. 83	Trace and Write, p. 95	Trace and Write, p. 107	Trace and Write, p. 119	Trace and Write, p. 131
Print Concepts	Understanding How Sentences Work, TE p. 83	Understanding How Sentences Work, TE p. 95	Understanding How Sentences Work, TE p. 107	Understanding How Sentences Work, TE p. 119	Understanding How Sentences Work, TE p. 131
Word Study/Morphology	Plurals Nouns with -s, TE p. 83	Inflectional Ending -s, TE p. 95	Ending -ck, TE p. 107	Distinguish Initial and Final Consonant Sounds, TE p. 119	Distinguish Initial and Final Consonant Sounds, TE p. 131
Dictation	<i>1. nap 2. Pat the tan cat.</i> , p. 84	<i>1. in 2. Sit on the mat.</i> , p. 96	<i>1. cat 2. I like my cap.</i> , p. 108	<i>1. fin 2. It can fit.</i> , p. 120	<i>1. dip 2. Dan is sick.</i> , p. 132
Word Building	<i>is, it, an, man, nap</i> , p. 85	<i>big, little, in, sit, pin</i> , p. 97	<i>my, good, sick, cat, pick</i> , p. 109	<i>yes, no, if, fat, fit</i> , p. 121	<i>look, he, dad, did, sad</i> , p. 133
Sound Sort	Sort It Out, p. 86	Sort It Out, p. 98	Sort It Out, p. 110	Sort It Out, p. 122	Sort It Out, p. 134
Independent Practice	Read and Write, p. 87	Read and Write, p. 99	Read and Write, p. 111	Read and Write, p. 123	Read and Write, p. 135
Cumulative Review	Build Fluency, p. 88	Build Fluency, p. 100	Build Fluency, p. 112	Build Fluency, p. 124	Build Fluency, p. 136
Home-School Connection	Build Fluency, TE p. 88	Build Fluency, TE p. 100	Build Fluency, TE p. 112	Build Fluency, TE p. 124	Build Fluency, TE p. 136
Writing Extension	Write About It, p. 89	Write About It, p. 101	Write About It, p. 113	Write About It, p. 125	Write About It, p. 137
Cumulative Assessment	Fluency Check, p. 90	Fluency Check, p. 102	Fluency Check, p. 114	Fluency Check, p. 126	Fluency Check, p. 138
Teacher Table: Intervention	Address Learning Gaps, TE p. 105, Ending -ck, TE p. 107, Think and Write, TE pp. 109, 111	Address Learning Gaps, TE p. 117, Distinguish Initial and Final Consonant Sounds, TE p. 119, Think and Write, TE pp. 121, 123	Address Learning Gaps, TE p. 129, Distinguish Initial and Final Consonant Sounds, TE p. 131, Think and Write, TE pp. 133, 135	Address Learning Gaps, TE p. 81, Plurals with -s, TE p. 83, Think and Write, TE pp. 85, 87	Address Learning Gaps, TE p. 93, Plurals with -s, TE p. 95, Think and Write, TE pp. 97, 99



Lesson Feature	Unit 3 Lesson 11: Hh 	Unit 3 Lesson 12: Short o 	Unit 3 Lesson 13: Rr 	Unit 3 Lesson 14: Bb 	Unit 3 Lesson 15: Ll 
Target Objectives	Know /h/ spelled h; decode words with Hh; write Hh; read and spell words with /h/ spelled h; decode words with /h/ spelling h	Know /o/ spelled o; decode words with short o; write Oo; read and spell words with /o/ spelled o; decode words with /o/ spelling o	Know /r/ spelled r; decode words with Rr; write Rr; read and spell words with /r/ spelled r; decode words with /r/ spelling r	Know /b/ spelled b; decode words with Bb; write Bb; read and spell words with /b/ spelled b; decode words with /b/ spelling b	Know /l/ spelled l; decode words with Ll; write Ll; read and spell words with /l/ spelled l; decode words with /l/ spelling l
Introduction	Learn and Blend/Blend It, p. 141	Learn and Blend/Blend It, p. 153	Learn and Blend/Blend It, p. 165	Learn and Blend/Blend It, p. 177	Learn and Blend/Blend It, p. 189
Phonemic Awareness	Oral Blending, TE p. 141; Oral Segmentation, TE pp. 143, 146; Isolate Beginning, Medial, and Ending Sounds, TE pp. 148, 151	Oral Blending, TE p. 153; Recognize and Produce Rhyme, TE pp. 155, 158; Isolate Beginning, Medial, and Ending Sounds, TE pp. 160, 163	Oral Blending, TE p. 165; Oral Segmentation, TE pp. 167, 170; Isolate Beginning, Medial, and Ending Sounds, TE pp. 172, 175	Oral Blending, TE p. 177; Oral Segmentation, TE pp. 179, 182; Isolate Beginning, Medial, and Ending Sounds, TE pp. 184, 187	Oral Blending, TE pp. 189, 191; Recognize and Produce Rhyme, TE p. 194; Isolate Beginning, Medial, and Ending Sounds, TE pp. 196, 199
Teacher Table: English Learners	Sound Transfer, Vocabulary, TE p. 141	Sound Transfer, Vocabulary, TE p. 153	Sound Transfer, Vocabulary, TE p. 165	Sound Transfer, Vocabulary, TE p. 177	Sound Transfer, Vocabulary, TE p. 189
Learning Center	Hh Around the Classroom, TE p. 142	Oo Words, TE p. 154	Rr Word Clues, TE p. 166	Bb Concentration, TE p. 178	Ll Scramble, TE p. 190
High-Frequency Words	<i>do, you</i> , p. 142	<i>what, this</i> , p. 154	<i>and, under</i> , p. 166	<i>or, are</i> , p. 178	<i>up, down</i> , p. 190
Read Connected Text	Hats , pp. 143–144	What Is This? , pp. 155–156	Uh-oh! , pp. 167–168	Good or Bad? , pp. 179–180	Up and Down , pp. 191–192
Handwriting	Trace and Write, p. 145	Trace and Write, p. 157	Trace and Write, p. 169	Trace and Write, p. 181	Trace and Write, p. 193
Print Concepts	Understanding How Sentences Work, TE p. 145	Understanding How Sentences Work, TE p. 157	Understanding How Sentences Work, TE p. 169	Understanding How Sentences Work, TE p. 181	Understanding How Sentences Work, TE p. 193
Word Study/Morphology	Inflectional Ending -s, TE p. 145	Distinguish Initial and Medial Vowel Sounds, TE p. 157	Ending ck, TE p. 169	Plural Nouns with -s, TE p. 181	Double Final Consonants, TE p. 193
Dictation	<i>1. had 2. Dad has a tan hat.</i> , p. 146	<i>1. hop 2. The pan is hot.</i> , p. 158	<i>1. rip 2. Ron and Pam ran.</i> , p. 170	<i>1. bad 2. I see a bat.</i> , p. 182	<i>1. lot 2. Sit on my lap.</i> , p. 194
Word Building	<i>do, you, hat, had, his</i> , p. 147	<i>what, this, not, hot, on</i> , p. 159	<i>and, under, ran, rip, rock</i> , p. 171	<i>or, are, bat, bad, rat</i> , p. 183	<i>up, down, lot, fill, hill</i> , p. 195
Sound Sort	Sort It Out, p. 148	Sort It Out, p. 160	Sort It Out, p. 172	Sort It Out, p. 184	Sort It Out, p. 196
Independent Practice	Read and Write, p. 149	Read and Write, p. 161	Read and Write, p. 173	Read and Write, p. 185	Read and Write, p. 197
Cumulative Review	Build Fluency, p. 150	Build Fluency, p. 162	Build Fluency, p. 174	Build Fluency, p. 186	Build Fluency, p. 198
Home-School Connection	Build Fluency, TE p. 150	Build Fluency, TE p. 162	Build Fluency, TE p. 174	Build Fluency, TE p. 186	Build Fluency, TE p. 198
Writing Extension	Write About It, p. 151	Write About It, p. 163	Write About It, p. 175	Write About It, p. 187	Write About It, p. 199
Cumulative Assessment	Fluency Check, p. 152	Fluency Check, p. 164	Fluency Check, p. 176	Fluency Check, p. 188	Fluency Check, p. 200
Teacher Table: Intervention	Address Learning Gaps, TE p. 143, Inflectional Ending -s, TE p. 145, Think and Write, TE pp. 147, 149	Address Learning Gaps, TE p. 155, Distinguish Initial and Medial Vowel Sounds, TE p. 157, Think and Write, TE pp. 159, 161	Address Learning Gaps, TE p. 167, Ending ck, TE p. 169, Think and Write, TE pp. 171, 173	Address Learning Gaps, TE p. 179, Plurals Nouns with -s, TE p. 181, Think and Write, TE pp. 183, 185	Address Learning Gaps, TE p. 191, Double Final Consonants, TE p. 193, Think and Write, TE pp. 195, 197




Lesson Feature	Unit 4 Lesson 16: Kk 	Unit 4 Lesson 17: Short e 	Unit 4 Lesson 18: Gg 	Unit 4 Lesson 19: Ww 	Unit 4 Lesson 20: Xx 
Target Objectives	Know /h/ spelled h; decode words with Hh; write Hh; read and spell words with /h/ spelled h; decode words with /h/ spelling h	Know /o/ spelled o; decode words with short o; write Oo; read and spell words with /o/ spelled o; decode words with /o/ spelling o	Know /r/ spelled r; decode words with Rr; write Rr; read and spell words with /r/ spelled r; decode words with /r/ spelling r	Know /b/ spelled b; decode words with Bb; write Bb; read and spell words with /b/ spelled b; decode words with /b/ spelling b	Know /l/ spelled l; decode words with Ll; write Ll; read and spell words with /l/ spelled l; decode words with /l/ spelling l
Introduction	Learn and Blend/Blend It, p. 203	Learn and Blend/Blend It, p. 215	Learn and Blend/Blend It, p. 227	Learn and Blend/Blend It, p. 239	Learn and Blend/Blend It, p. 251
Phonemic Awareness	Oral Blending, TE pp. 203, 205; Recognize and Produce Rhyme, TE p. 208; Isolate Beginning, Medial, and Ending Sounds, TE pp. 210, 213	Oral Blending, TE pp. 215, 222; Oral Segmentation, TE pp. 217, 220; Isolate Medial Sounds, TE p. 225	Oral Blending, TE pp. 227, 234; Oral Segmentation, TE pp. 229, 232; Isolate Medial Sounds, TE p. 237	Oral Blending, TE pp. 239, 246; Oral Segmentation, TE pp. 241, 244; Alliteration, TE p. 249	Oral Blending, TE p. 251; Oral Segmentation, TE pp. 253, 256; Recognize and Produce Rhyme, TE pp. 258, 261
Teacher Table: English Learners	Sound Transfer, Vocabulary, TE p. 203	Sound Transfer, Vocabulary, TE p. 215	Sound Transfer, Vocabulary, TE p. 227	Sound Transfer, Vocabulary, TE p. 239	Sound Transfer, Vocabulary, TE p. 251
Learning Center	Kk Drawing, TE p. 204	Ee Card Match, TE p. 216	Gg Tic-Tac-Toe, TE p. 228	Ww Sentences, TE p. 240	Xx Word Clues, TE p. 252
High-Frequency Words	she, her, p. 204	make, they, p. 216	where, with, p. 228	we, play, p. 240	one, have, p. 252
Read Connected Text	Run, Kim!, pp. 205–206	Ten Little Men, pp. 217–218	Where Am I?, pp. 229–230	We Will Win!, pp. 241–242	Six Boxes, pp. 253–254
Handwriting	Trace and Write, p. 207	Trace and Write, p. 219	Trace and Write, p. 231	Trace and Write, p. 243	Trace and Write, p. 256
Print Concepts	Understanding How Sentences Work, TE p. 207	Understanding How Sentences Work, TE p. 219	Understanding How Sentences Work, TE p. 231	Understanding How Sentences Work, TE p. 243	Understanding How Sentences Work, TE p. 256
Word Study/Morphology	Ending ck, TE p. 207	Distinguish Initial and Medial Vowel Sounds, TE p. 219	Inflectional Ending -s, TE p. 231	Plural Nouns with -s, TE p. 243	Plurals Nouns with -es, TE p. 255
Dictation	1. kiss 2. I am a kid., p. 208	1. red 2. I met Ted., p. 220	1. bag 2. Kim can get it., p. 232	1. wag 2. Ted will win., p. 244	1. six 2. Max can fix it., p. 256
Word Building	she, her, kid, kick, back, p. 209	make, they, men, ten, red, p. 221	where, with, leg, big, dog, p. 233	we, play, will, win, wag, p. 245	one, have, box, fix, six, p. 257
Sound Sort	Sort It Out, p. 210	Sort It Out, p. 222	Sort It Out, p. 234	Sort It Out, p. 246	Sort It Out, p. 259
Independent Practice	Read and Write, p. 211	Read and Write, p. 223	Read and Write, p. 235	Read and Write, p. 247	Read and Write, p. 260
Cumulative Review	Build Fluency, p. 212	Build Fluency, p. 224	Build Fluency, p. 236	Build Fluency, p. 248	Build Fluency, p. 262
Home-School Connection	Build Fluency, TE p. 212	Build Fluency, TE p. 224	Build Fluency, TE p. 236	Build Fluency, TE p. 248	Build Fluency, TE p. 262
Writing Extension	Write About It, p. 213	Write About It, p. 225	Write About It, p. 237	Write About It, p. 249	Write About It, p. 261
Cumulative Assessment	Fluency Check, p. 214	Fluency Check, p. 226	Fluency Check, p. 238	Fluency Check, p. 250	Fluency Check, p. 262
Teacher Table: Intervention	Address Learning Gaps, TE p. 205, Ending ck, TE p. 207, Think and Write, TE pp. 209, 211	Address Learning Gaps, TE p. 217, Distinguish Initial and Medial Vowel Sounds, TE p. 219, Think and Write, TE pp. 221, 223	Address Learning Gaps, TE p. 229, Inflectional Ending -s, TE p. 231, Think and Write, TE pp. 233, 235	Address Learning Gaps, TE p. 241, Plural Nouns with -s, TE p. 243, Think and Write, TE pp. 245, 247	Address Learning Gaps, TE p. 253, Plural Nouns with -es, TE p. 255, Think and Write, TE pp. 257, 259



Lesson Feature	Unit 5 Lesson 21: Vv 	Unit 5 Lesson 22: Short u 	Unit 5 Lesson 23: Jj 	Unit 5 Lesson 24: Qu 	Unit 5 Lesson 25: Yy 
Target Objectives	Know /v/ spelled v; decode words with Vv; write Vv; read and spell words with /v/ spelled v; decode words with /v/ spelling v	Know /u/ spelled u; decode words with short u; write Uu; read and spell words with /u/ spelled u; decode words with /u/ spelling u	Know /j/ spelled j; decode words with Jj; write Jj; read and spell words with /j/ spelled j; decode words with /j/ spelling j	Know /kw/ spelled qu; decode words with Qu; write Qq; read and spell words with /kw/ spelled qu; decode words with /kw/ spelling qu	Know /y/ spelled y; decode words with Yy; write Yy; read and spell words with /y/ spelled y; decode words with /y/ spelling y
Introduction	Learn and Blend/Blend It, p. 265	Learn and Blend/Blend It, p. 277	Learn and Blend/Blend It, p. 289	Learn and Blend/Blend It, p. 301	Learn and Blend/Blend It, p. 313
Phonemic Awareness	Oral Blending, TE pp. 265, 272; Oral Segmentation, TE pp. 267, 270; Recognize and Produce Rhyme, TE p. 275	Oral Blending, TE pp. 277, 284; Oral Segmentation, TE pp. 279, 282; Recognize and Produce Rhyme, TE p. 287	Oral Blending, TE pp. 289, 296; Oral Segmentation, TE pp. 291, 294; Recognize and Produce Rhyme and Alliteration, TE p. 287	Oral Blending, TE pp. 301, 308; Oral Segmentation, TE pp. 303, 306; Isolate Beginning, Medial, and Ending Sounds, TE p. 311	Oral Blending, TE p. 313; Oral Segmentation, TE pp. 315, 318; Isolate Beginning, Medial, and Ending Sounds, TE pp. 320, 323
Teacher Table: English Learners	Sound Transfer, Vocabulary, TE p. 265	Sound Transfer, Vocabulary, TE p. 277	Sound Transfer, Vocabulary, TE p. 289	Sound Transfer, Vocabulary, TE p. 309	Sound Transfer, Vocabulary, TE p. 313
Learning Center	Vv Collage, TE p. 266	Uu Scramble, TE p. 278	Jj Concentration, TE p. 290	Qu Card Match, TE p. 302	Yy Words, TE p. 314
High-Frequency Words	<i>go, hurt</i> , p. 266	<i>day, of</i> , p. 278	<i>said, that</i> , p. 290	<i>there, out</i> , p. 302	<i>all, read</i> , p. 314
Read Connected Text	The Best Vet , pp. 267–268	The Bus , pp. 279–280	What Will Jan Do? , pp. 291–292	Quick, Quick, Quick! , pp. 303–304	Yes! , pp. 315–316
Handwriting	Trace and Write, p. 269	Trace and Write, p. 281	Trace and Write, p. 293	Trace and Write, p. 305	Trace and Write, p. 317
Print Concepts	Understanding How Sentences Work, TE p. 269	Understanding How Sentences Work, TE p. 281	Understanding How Sentences Work, TE p. 293	Understanding How Sentences Work, TE p. 305	Understanding How Sentences Work, TE p. 317
Word Study/Morphology	Blends, TE p. 269	Distinguish Initial and Medial Vowel Sounds, TE p. 281	Plural Nouns with -s, TE p. 293	Inflectional Ending -s, TE p. 305	Double Final Consonants, TE p. 317
Dictation	<i>1. vet 2. Mom has a big van.</i> , p. 270	<i>1. tub 2. The sun is up.</i> , p. 282	<i>1. jog 2. I like jam.</i> , p. 294	<i>1. quit 2. The dog is quick.</i> , p. 306	<i>1. yell 2. Yes, you can.</i> , p. 318
Word Building	<i>go, hurt, van, vet, get</i> , p. 271	<i>day, of, up, sun, fun</i> , p. 283	<i>said, that, jet, job, jam</i> , p. 295	<i>there, out, quit, quick, its</i> , p. 307	<i>all, read, yes, yell, yet</i> , p. 319
Sound Sort	Sort It Out, p. 272	Sort It Out, p. 284	Sort It Out, p. 296	Sort It Out, p. 308	Sort It Out, p. 320
Independent Practice	Read and Write, p. 273	Read and Write, p. 285	Read and Write, p. 297	Read and Write, p. 309	Read and Write, p. 321
Cumulative Review	Build Fluency, p. 274	Build Fluency, p. 286	Build Fluency, p. 298	Build Fluency, p. 310	Build Fluency, p. 322
Home-School Connection	Build Fluency, TE p. 274	Build Fluency, TE p. 286	Build Fluency, TE p. 298	Build Fluency, TE p. 310	Build Fluency, TE p. 322
Writing Extension	Write About It, p. 275	Write About It, p. 287	Write About It, p. 299	Write About It, p. 311	Write About It, p. 323
Cumulative Assessment	Fluency Check, p. 276	Fluency Check, p. 288	Fluency Check, p. 300	Fluency Check, p. 312	Fluency Check, p. 324
Teacher Table: Intervention	Address Learning Gaps, TE p. 267, Blends, TE p. 269, Think and Write, TE pp. 271, 273	Address Learning Gaps, TE p. 279, Distinguish Initial and Medial Vowel Sounds, TE p. 281, Think and Write, TE pp. 283, 285	Address Learning Gaps, TE p. 291, Plurals Nouns with -s, TE p. 293, Think and Write, TE pp. 295, 297	Address Learning Gaps, TE p. 303, Inflectional Ending -s, TE p. 305, Think and Write, TE pp. 307, 309	Address Learning Gaps, TE p. 315, Double Final Consonants, TE p. 317, Think and Write, TE pp. 319, 321



Lesson Feature	Unit 6 Lesson 26: Zz 	Unit 6 Lesson 27: Short Vowel Review	Unit 6 Lesson 28: Long Vowels e, i, o	Unit 6 Lesson 29: Final e (a_e)	Unit 6 Lesson 30: Final e (o_e, i_e)
Target Objectives	Know /z/ spelled z; decode words with Zz; write Zz; read and spell words with /z/ spelled z; decode words with /z/ spelling z	Know short vowel sounds spelled a, e, i, o, u; decode words with short vowels a, e, i, o, u; read and spell words with short vowels a, e, i, o, u; decode words with short vowels spelled a, e, i, o, u	Know /ē/ spelled e, /ī/ spelled i, /ō/ spelled o; decode words with single letter long vowels e, i, o; read and spell words with single letter long vowels spelled e, i, o; decode words with single letter long vowels spelled e, i, o	Know /ā/ spelled with final e; decode one-syllable words with final e spelling a_e; know the sound-spelling of /ā/ in words with final e; decode one-syllable words with final e spelled a_e	Know /ī/ and /ō/ spelled with final e; decode one-syllable words with final e spelling o_e, i_e; know the sound-spelling of /ī/ and /ō/ in words with final e; decode final e words spelled i_e and o_e
Introduction	Learn and Blend/Blend It, p. 327	Learn and Blend/Blend It, p. 339	Learn and Blend/Blend It, p. 351	Learn and Blend/Blend It, p. 363	Learn and Blend/Blend It, p. 375
Phonemic Awareness	Oral Blending, TE pp. 327, 334; Oral Segmentation, TE pp. 329, 332; Recognize and Produce Rhyme and Alliteration, TE p. 337	Oral Blending, TE pp. 339, 341; Phonemic Manipulation: Add Sounds and Syllables, TE pp. 344, 346; Phonemic Manipulation: Delete Syllables, TE p. 346	Oral Blending, TE pp. 351, 353; Phonemic Manipulation: Add Sounds and Syllables, TE pp. 356, 358; Phonemic Manipulation: Delete Syllables, TE p. 361	Oral Blending, TE pp. 363, 365; Phonemic Manipulation: Add Sounds and Syllables, TE pp. 368, 370; Phonemic Manipulation: Substitute Sounds, TE p. 373	Oral Blending, TE pp. 375, 377; Phonemic Manipulation: Add Sounds and Syllables, TE pp. 380, 382; Phonemic Manipulation: Substitute Sounds, TE p. 385
Teacher Table: English Learners	Sound Transfer, Vocabulary, TE p. 327	Sound Transfer, Vocabulary, TE p. 339	Sound Transfer, Vocabulary, TE p. 351	Sound Transfer, Vocabulary, TE p. 363	Sound Transfer, Vocabulary, TE p. 375
Learning Center	Zz Tic-Tac-Toe, TE p. 328	Short Vowel Words Around the Classroom, TE p. 340	Long Vowel Sentences, TE p. 352	Final e Drawing, TE p. 364	Final e Word Clues, TE p. 376
High-Frequency Words	<i>for, finds</i> , p. 328	<i>was, too</i> , p. 340	<i>come, some</i> , p. 352	<i>your, very</i> , p. 364	<i>use, blue</i> , p. 376
Read Connected Text	Zig, Zag, Buzz! , pp. 329–330	Lots of Fun , pp. 341–342	We Play , pp. 353–354	The Hat , pp. 365–366	The Bike Ride , pp. 377–378
Handwriting	Trace and Write, p. 331	Write, p. 343	Write, p. 355	Write, p. 367	Write, p. 379
Print Concepts	Understanding How Sentences Work, TE p. 331	Understanding How Sentences Work, TE p. 343	Understanding How Sentences Work, TE p. 355	Understanding How Sentences Work, TE p. 367	Understanding How Sentences Work, TE p. 379
Word Study/Morphology	Blends, TE p. 331	Compare Short and Long Vowel Sounds, TE p. 343	Compare Short and Long Vowel Sounds, TE p. 355	Compare Short and Long Vowel Sounds and Spellings, TE p. 367	<i>Compare Short and Long Vowel Sounds and Spellings, TE p. 379</i>
Dictation	<i>1. zap 2. I zip up my bag.</i> , p. 332	<i>1. wag 2. Tom can fill the jug.</i> , p. 344	<i>1. be 2. We will not quit.</i> , p. 356	<i>1. rake 2. Kate ate the cake.</i> , p. 368	<i>1. time 2. I rode my bike.</i> , p. 380
Word Building	<i>for, finds, zip, rip, fuzz</i> , p. 333	<i>was, too, bus, mom, bed</i> , p. 345	<i>come, some, me, bed, no, hi</i> , p. 357	<i>your, very, rake, take, gave</i> , p. 369	<i>use, blue, bike, like, home</i> , p. 381
Sound Sort/Word Sort	Sound Sort: Sort It Out, p. 334	Word Sort: Sort It Out, p. 346	Word Sort: Sort It Out, p. 358	Word Sort: Sort It Out, p. 370	Word Sort: Sort It Out, p. 382
Independent Practice	Read and Write, p. 335	Read and Write, p. 347	Read and Write, p. 359	Read and Write, p. 371	Read and Write, p. 383
Cumulative Review	Build Fluency, p. 336	Build Fluency, p. 348	Build Fluency, p. 360	Build Fluency, p. 372	Build Fluency, p. 384
Home-School Connection	Build Fluency, TE p. 336	Build Fluency, TE p. 348	Build Fluency, TE p. 360	Build Fluency, TE p. 372	Build Fluency, TE p. 384
Writing Extension	Write About It, p. 337	Write About It, p. 349	Write About It, p. 361	Write About It, p. 373	Write About It, p. 385
Cumulative Assessment	Fluency Check, p. 338	Fluency Check, p. 350	Fluency Check, p. 362	Fluency Check, p. 374	Fluency Check, p. 386
Teacher Table: Intervention	Address Learning Gaps, TE p. 329, Blends, TE p. 331, Think and Write, TE pp. 333, 335	Address Learning Gaps, TE p. 341, Compare Short and Long Vowel Sounds, TE p. 343, Think and Write, TE pp. 345, 347	Address Learning Gaps, TE p. 353, Compare Short and Long Vowel Sounds, TE p. 355, Think and Write, TE pp. 357, 359	Address Learning Gaps, TE p. 365, Compare Short and Long Vowel Sounds and Spellings, TE p. 367, Think and Write, TE pp. 369, 371	Address Learning Gaps, TE p. 377, Compare Short and Long Vowel Sounds and Spellings, TE p. 379, Think and Write, TE pp. 381, 383