



Grade 3

Houghton Mifflin Harcourt's
Into Reading

Correlation to

Sadlier's
From Phonics to Reading

Contents	
Unit 1.....	2
Unit 2.....	12
Unit 3.....	20
Unit 4.....	27



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 1 Target Skill: Short Vowels

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 1 Target Skill: Short Vowels</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 1, SE p. 9/TE pp. T5–T6 Build Fluency: Speed Drill • Unit 1, Lesson 1, SE p. 10/TE p. T6 Read Connected Text “Back to School” • Unit 1, Lesson 1, SE p. 11/TE pp. T7–T8 Cumulative Assessment: Fluency Check • Unit 1, Lesson 1, SE p. 16/TE pp. T13–T14</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 1, SE p. 12/TE pp. T5, T7–T8 Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 1, TE p. 8 Word Building • Unit 1, Lesson 1, TE p. T10 Word Ladder • Unit 1, Lesson 1, TE p. T12 High-Frequency Syllables • Unit 1, Lesson 1, SE p. 14/TE pp. T11–T12 Writing Extension: Write About It • Unit 1, Lesson 1, SE p. 15/TE pp. T11–T12</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 1 Target Skill: Short Vowels “Camels” • Fluency Booster Practice Book, Lesson 1, p. 3 Partner Reading 1 “A Bell for the Cat” (Short Vowels; Long a) • Fluency Booster Practice Book, p. 67</p>	<p><i>Decodable Library: Short Vowels</i> <i>Short Vowel Review</i></p> <p>LEVEL A “Lots of Fun” “Ned and Hal”</p> <p>LEVEL B “The Big Log” “At the Cat Cafe”</p> <p>LEVEL C “Back to School” “Camels”</p> <p><i>Sound Wall</i> Vowel Valley Articulation Videos & Vowel Sound Cards</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 1 WEEK 1 • Short Vowels a, e, i, o, u</p> <p>MODULE 2 WEEK 3 • Review Short and Long Vowels</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 2 Target Skill: Long a

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 2 Target Skill: Long a</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 2, SE p. 17/TE pp. T15–T16 Build Fluency: Speed Drill • Unit 1, Lesson 2, SE p. 18/TE p. T16 Read Connected Text “State Fair” • Unit 1, Lesson 2, SE p. 19/TE pp. T17–T18 Cumulative Assessment: Fluency Check • Unit 1, Lesson 2, SE p. 24/TE pp. T23–T24 SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 2, SE p. 20/TE pp. T15, T17–T18 Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 2, TE p. 18 Word Building • Unit 1, Lesson 2, TE p. T20 Word Ladder • Unit 1, Lesson 2, TE p. T22 High-Frequency Syllables • Unit 1, Lesson 2, SE p. 22/TE pp. T21–T22 Writing Extension: Write About It • Unit 1, Lesson 2, SE p. 23/TE pp. T21–T22</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 2 Target Skill: Long a “Dragon Boats” • Fluency Booster Practice Book, Lesson 2, p. 5 Partner Reading 1 “A Bell for the Cat” (Short Vowels; Long a) • Fluency Booster Practice Book, p. 67</p>	<p><i>Decodable Library: Long Vowels</i> <i>Long a (ai, ay)</i> LEVEL A “My Big Trip” “Snail Mail” <i>Long a (a, ai, ay, a_e, ea, eigh)</i> LEVEL B “Nate, Don’t Be Late!” “Rail Trails” <i>Long a (a, ai, ay, a_e, ea, ei, eigh)</i> LEVEL C “State Fair” “Dragon Boats” <i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 1 WEEK 2 • Long Vowels a, e, i, o, u MODULE 1 WEEK 3 • More Long a, Long e Spellings MODULE 2 WEEK 3 • Review Short and Long Vowels</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 3 Target Skill: Long o

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 3 Target Skill: Long o</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 3, SE p. 25/TE pp. T25–T26</p> <p>Build Fluency: Speed Drill • Unit 1, Lesson 3, SE p. 26/TE p. T26</p> <p>Read Connected Text “A Goat Show?” • Unit 1, Lesson 3, SE p. 27/TE pp. T27–T28</p> <p>Cumulative Assessment: Fluency Check • Unit 1, Lesson 3, SE p. 32/TE pp. T33–T34</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 3, SE p. 28/TE pp. T25, T27–T28</p> <p>Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 3, TE p. 28 Word Building • Unit 1, Lesson 3, TE p. T30 Word Ladder • Unit 1, Lesson 3, TE p. T32</p> <p>High-Frequency Syllables • Unit 1, Lesson 3, SE p. 30/TE pp. T31–T32</p> <p>Writing Extension: Write About It • Unit 1, Lesson 3, SE p. 31/TE pp. T31–T32</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i></p> <p>Lesson 2 Target Skill: Long a • Lesson 3 Target Skill: Long o “Coat Drive” • Fluency Booster Practice Book, Lesson 3, p. 7</p> <p>Partner Reading 2 “The South Pole” (Long o; Long e) • Fluency Booster Practice Book, p. 69</p>	<p><i>Decodable Library: Long Vowels</i></p> <p style="text-align: center;"><i>Long o (oa, ow)</i></p> <p>LEVEL A “Snow Day” “The Boat”</p> <p style="text-align: center;"><i>Long o (oa, ow, o-e, oe, o)</i></p> <p>LEVEL B “A Show on the Road” “Goats That Mow”</p> <p style="text-align: center;"><i>Long o (oa, ow, o-e, oe, o)</i></p> <p>LEVEL C “A Goat Show” “Coat Drive”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form • Formative Assessments</p>	<p>MODULE 1 WEEK 2 • Long Vowels a, e, i, o, u</p> <p>MODULE 2 WEEK 1 • More Long o Spellings</p> <p>MODULE 2 WEEK 3 • Review Short and Long Vowels</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 4 Target Skill: Long e

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 4 Target Skill: Long e</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 4, SE p. 33/TE pp. T35–T36 Build Fluency: Speed Drill • Unit 1, Lesson 4, SE p. 34/TE p. T36 Read Connected Text “Brain Teaser” • Unit 1, Lesson 4, SE p. 35/TE pp. T37–T38 Cumulative Assessment: Fluency Check • Unit 1, Lesson 4, SE p. 40/TE pp. T43–T44 SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 4, SE p. 36/TE pp. T35, T37–T38 Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 4, TE p. 38 Word Building • Unit 1, Lesson 4, TE p. T40 Word Ladder • Unit 1, Lesson 4, TE p. T42 High-Frequency Syllables • Unit 1, Lesson 4, SE p. 38/TE pp. T41–T42 Writing Extension: Write About It • Unit 1, Lesson 4, SE p. 39/TE pp. T41–T42</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 2 Target Skill: Long a • Lesson 4 Target Skill: Long e “Beekeeping” • Fluency Booster Practice Book, Lesson 4, p. 9 Partner Reading 2 “The South Pole” (Long o; Long e) • Fluency Booster Practice Book, p. 69</p>	<p><i>Decodable Library: Long Vowels</i> Long e (ee, ea) Long e (ee, ea) LEVEL A “The Seaside” “In the Sea” Long e (e, e_e, ee, ea, y, ey, ie, ei) LEVEL B “Nate, Don’t Be Late!” “Rail Trails” Long e (e, e_e, ee, ea, y, ey, ie, ei) LEVEL C “Brain Teasers” “Beekeeping” <i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 1 WEEK 2 • Long Vowels a, e, i, o, u MODULE 1 WEEK 3 • More Long a, Long e Spellings MODULE 2 WEEK 3 • Review Short and Long Vowels</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 5 Target Skill: Long i

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 5 Target Skill: Long i</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 5, SE p. 41/TE pp. T45-T46</p> <p>Build Fluency: Speed Drill • Unit 1, Lesson 5, SE p. 42/TE p. T46</p> <p>Read Connected Text “My Diary” • Unit 1, Lesson 5, SE p. 43/TE pp. T47-T48</p> <p>Cumulative Assessment: Fluency Check • Unit 1, Lesson 5, SE p. 48/TE pp. T53-T54</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 5, SE p. 44/TE pp. T45, T47-T48</p> <p>Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 5, TE p. 48</p> <p>Word Building • Unit 1, Lesson 5, TE p. T50</p> <p>Word Ladder • Unit 1, Lesson 5, TE p. T52</p> <p>High-Frequency Syllables • Unit 1, Lesson 5, SE p. 46/TE pp. T51-T52</p> <p>Writing Extension: Write About It • Unit 1, Lesson 5, SE p. 47/TE pp. T51-T52</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 5 Target Skill: Long i “Tiger” • Fluency Booster Practice Book, Lesson 5, p. 11</p> <p>Partner Reading 3 “A Huge Hike” (Long i; Long u) • Fluency Booster Practice Book, p. 71</p>	<p><i>Decodable Library: Long Vowels</i></p> <p style="text-align: center;"><i>Long i (y, igh)</i></p> <p>LEVEL A “The Night Sky” “The Flies”</p> <p style="text-align: center;"><i>Long i (i, i_e, igh, y, ie)</i></p> <p>LEVEL B “How to Make Mud Pies” “Butterfly House”</p> <p style="text-align: center;"><i>Long i (i, i_e, igh, y, ie)</i></p> <p>LEVEL C “My Diary” “Tiger”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form • Formative Assessments</p>	<p>MODULE 1 WEEK 2 • Long Vowels a, e, i, o, u</p> <p>MODULE 2 WEEK 2 • More Long i Spellings</p> <p>MODULE 2 WEEK 3 • Review Short and Long Vowels</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 6 Target Skill: Long u

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 6 Target Skill: Long u</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 6, SE p. 49/TE pp. T55–T56 Build Fluency: Speed Drill • Unit 1, Lesson 6, SE p. 50/TE p. T56 Read Connected Text “Unique Units!” • Unit 1, Lesson 6, SE p. 51/TE pp. T57–T58 Cumulative Assessment: Fluency Check • Unit 1, Lesson 5, SE p. 56/TE pp. T63–T64 SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 5, SE p. 44/TE pp. Unit 1, Lesson 6, SE p. 52/TE pp. T57, T59–T60 Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 6, TE p. 58 Word Building • Unit 1, Lesson 6, TE p. T60 Word Ladder • Unit 1, Lesson 6, TE p. T62 High-Frequency Syllables • Unit 1, Lesson 6, SE p. 54/TE pp. T61–T62 Writing Extension: Write About It • Unit 1, Lesson 6, SE p. 55/TE pp. T61–T62</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 6 Target Skill: Long u “Single-Use Plastics” • Fluency Booster Practice Book, Lesson 6, p. 13 Partner Reading 3 “A Huge Hike” (Long i; Long u) • Fluency Booster Practice Book, p. 71</p>	<p><i>Decodable Library: Long Vowels</i> Long u (u, ew, ue) LEVEL A “Lets Make Music!” “Just a Few” Long u (u, u_e, ue, ew, iew) LEVEL B “Make a Card” “The Computer Chat” Long u (u, u_e, ue, ew, iew) LEVEL C “Unique Units!” “Single-Use Plastics” <i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 1 WEEK 2 • Long Vowels a, e, i, o, u MODULE 2 WEEK 3 • Review Short and Long Vowels</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 7 Target Skill: r-Controlled Vowels /är/, /ôr/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 7 Target Skill:</i> <i>r-Controlled Vowels /är/, /ôr/</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 7, SE p. 57/TE pp. T65–T66 Build Fluency: Speed Drill • Unit 1, Lesson 7, SE p. 58/TE p. T66 Read Connected Text “Unicorns of the Sea” • Unit 1, Lesson 7, SE p. 59/TE pp. T67–T68 Cumulative Assessment: Fluency Check • Unit 1, Lesson 6, SE p. 64/TE pp. T73–T74</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 7, SE p. 60/TE pp. T67, T69–T70 Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 7, TE p. 68 Word Building • Unit 1, Lesson 7, TE p. T70 Word Ladder • Unit 1, Lesson 7, TE p. T72 High-Frequency Syllables • Unit 1, Lesson 7, SE p. 62/TE pp. T71–T72 Writing Extension: Write About It • Unit 1, Lesson 7, SE p. 63/TE pp. T71–T72</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 7 Target Skill: r-Controlled Vowels /är/, /ôr/ “Sharks” • Fluency Booster Practice Book, Lesson 7, p. 15 Partner Reading 4 “Higher, Faster, Farther!” (r-Controlled /är/, /ôr/; r-Controlled /ôr/) • Fluency Booster Practice Book, p. 73</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p><i>r-Controlled är</i></p> <p>LEVEL A “On the Farm” “Star Art”</p> <p>LEVEL B “Sparky” “A Jar Garden”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>r-Controlled ôr</i></p> <p>LEVEL A “Stores at the Mall” “Storm”</p> <p>LEVEL B “A Roar at the Door!” “Rory’s Reply”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 5 WEEK 3</p> <ul style="list-style-type: none"> • Words with ar, or, ore

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 8 Target Skill: r-Controlled Vowel /ûr/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 8 Target Skill:</i> <i>r-Controlled Vowel /ûr/</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 8, SE p. 65/TE pp. T75–T76</p> <p>Build Fluency: Speed Drill • Unit 1, Lesson 8, SE p. 66/TE p. T76</p> <p>Read Connected Text “Pop, Pop, Popcorn” • Unit 1, Lesson 8, SE p. 67/TE pp. T77–T78</p> <p>Cumulative Assessment: Fluency Check • Unit 1, Lesson 7, SE p. 72/TE pp. T83–T84</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 8, SE p. 68/TE pp. T77, T79–T80</p> <p>Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 8, TE p. 78 Word Building • Unit 1, Lesson 8, TE p. T80 Word Ladder • Unit 1, Lesson 8, TE p. T82</p> <p>High-Frequency Syllables • Unit 1, Lesson 8, SE p. 70/TE pp. T81–T82</p> <p>Writing Extension: Write About It • Unit 1, Lesson 8, SE p. 71/TE pp. T81–T82</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 8 Target Skill: r-Controlled Vowel /ûr/ “Proverbs” • Fluency Booster Practice Book, Lesson 8, p. 17</p> <p>Partner Reading 4 “Higher, Faster, Farther!” (r-Controlled /âr/, /ôr/; r-Controlled /ûr/) • Fluency Booster Practice Book, p. 73</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p><i>r-Controlled û</i></p> <p>LEVEL A “Pam Gets Hurt” “The Birds”</p> <p>LEVEL B “Escape from Danger” “Ask Nurse Kitty”</p> <p>LEVEL C “Pop, Pop, Popcorn” “Proverbs”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form • Formative Assessments</p>	<p>MODULE 6 WEEK 2 • Words with ir, ur, or</p> <p>MODULE 6 WEEK 2 • Words with /ur/ and /ir/</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 9 Target Skill: Short oo and Long oo

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 9 Target Skill: Short oo and Long oo</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 9, SE p. 73/TE pp. T85–T86</p> <p>Build Fluency: Speed Drill • Unit 1, Lesson 9, SE p. 74/TE p. T86</p> <p>Read Connected Text “The Cooking Crew” • Unit 1, Lesson 9, SE p. 75/TE pp. T87–T88</p> <p>Cumulative Assessment: Fluency Check • Unit 1, Lesson 8, SE p. 80/TE pp. T93–T94</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 9, SE p. 76/TE pp. T87, T89–T90</p> <p>Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 9, TE p. 88 Word Building • Unit 1, Lesson 9, TE p. T90 Word Ladder • Unit 1, Lesson 9, TE p. T92</p> <p>High-Frequency Syllables • Unit 1, Lesson 9, SE p. 78/TE pp. T91–T92</p> <p>Writing Extension: Write About It • Unit 1, Lesson 9, SE p. 79/TE pp. T91–T92</p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 9 Target Skill: Short oo and Long oo “Books and More” • Fluency Booster Practice Book, Lesson 9, p. 19</p> <p>Partner Reading 5 “Kitchen Scrap Garden” (Short oo, Long oo; Diphthongs /ou/, /oi/) • Fluency Booster Practice Book, p. 75</p>	<p><i>Decodable Library: Complex Vowels and Diphthongs</i> <i>Short oo and Long oo</i></p> <p>LEVEL A “Books, Books, Books!” “Dear Mrs. Brooks”</p> <p>LEVEL B “Moose on the Loose” “Soup”</p> <p>LEVEL C “The Cooking Crew” “Books and More”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form • Formative Assessments</p>	<p>MODULE 7 WEEK 3 • Words with /ōō/ and /ōō/</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 10 Target Skill: Diphthongs /ou/, /oi/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Lesson 10 Target Skill:</i> <i>Diphthongs /ou/, /oi/</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 81/TE pp. T95-T96 Build Fluency: Speed Drill <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 82/TE p. T96 Read Connected Text “What’s That Noise?” <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 83/TE pp. T97-T98 Cumulative Assessment: Fluency Check <ul style="list-style-type: none"> Unit 1, Lesson 8, SE p. 88/TE pp. T103-T104 <p>SPELLING/ENCODING Word Sort: Sort It Out <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 84/TE pp. T99, T101-T102 Teacher-Table Intervention Think and Write/Dictation <ul style="list-style-type: none"> Unit 1, Lesson 10, TE p. 98 Word Building <ul style="list-style-type: none"> Unit 1, Lesson 10, TE p. T100 Word Ladder <ul style="list-style-type: none"> Unit 1, Lesson 10, TE p. T84 High-Frequency Syllables <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 86/TE pp. T101-T102 Writing Extension: Write About It <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 87/TE pp. T101-T102 </p></p>	<p>UNIT 1 TRANSITION TO MULTISYLLABIC WORDS <i>Decodable Texts</i> Lesson 10 Target Skill: Diphthongs /ou/, /oi/ “Clouds” <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 10, p. 21 Partner Reading 5 “Kitchen Scrap Garden” (Short oo, Long oo; Diphthongs /ou/, /oi/) <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 75 </p>	<p><i>Vowels and Diphthongs</i></p> <p><i>Diphthong ou</i></p> <p>LEVEL A “The Parade Is in Town!” “Up and Down”</p> <p>LEVEL B “How to Make Lemonade” “Lets Go Owling”</p> <p>LEVEL C “What’s That Noise?” “Clouds”</p> <p><i>Diphthong oi</i></p> <p>LEVEL A “Join a Club” “Joys Toys”</p> <p>LEVEL B “The Compost Heap” “Poison Ivy”</p> <p>LEVEL C “Whats That Noise?” “Clouds”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments Reading Observation Form <ul style="list-style-type: none"> Formative Assessments </p>	<p>MODULE 4 WEEK 2 <ul style="list-style-type: none"> Vowel Diphthongs ow, ou <p>MODULE 5 WEEK 1 <ul style="list-style-type: none"> Vowel Diphthongs oi, oy </p> </p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 1 TRANSITION TO MULTISYLLABIC WORDS

Lesson 11 Target Skill: Complex Vowel /ô/

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES <i>Lesson 11 Target Skill: Complex Vowel /ô/</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 1, Lesson 11, SE p. 89/TE pp. T105–T106</p> <p>Build Fluency: Speed Drill • Unit 1, Lesson 11, SE p. 90/TE p. T106</p> <p>Read Connected Text “The Dog Walker” • Unit 1, Lesson 11, SE p. 91/TE pp. T107–T108</p> <p>Cumulative Assessment: Fluency Check • Unit 1, Lesson 9, SE p. 96/TE pp. T113–T114</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 1, Lesson 11, SE p. 92/TE pp. T109, T111–T112</p> <p>Teacher-Table Intervention Think and Write/Dictation • Unit 1, Lesson 11, TE p. 108</p> <p>Word Building • Unit 1, Lesson 11, TE p. T110</p> <p>Word Ladder • Unit 1, Lesson 11, TE p. T92</p> <p>High-Frequency Syllables • Unit 1, Lesson 11, SE p. 94/TE pp. T111–T112</p> <p>Writing Extension: Write About It • Unit 1, Lesson 11, SE p. 95/TE pp. T111–T112</p>	<p>UNIT 2 SYLLABLE TYPES <i>Decodable Texts</i> Lesson 11 Target Skill: Complex Vowel /ô/ “Deep Thoughts” • Fluency Booster Practice Book, Lesson 11, p. 23</p> <p>Partner Reading 6 “Paul’s Mitten” (Complex Vowel /ô/; Closed Syllables) • Fluency Booster Practice Book, p. 77</p>	<p><i>Decodable Library: Complex Vowels and Diphthongs</i> Complex Vowel ô</p> <p>LEVEL A “Claws” “A Walk in the Park”</p> <p>LEVEL B “My Dog, Rex” “The Waterfalls”</p> <p>LEVEL C “The Dog Walker” “Deep Thoughts”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form • Formative Assessments</p>	<p>MODULE 4 WEEK 3 • Vowel au, aw, ai, o</p> <p>MODULE 9 WEEK 2 • Words with ough, augh</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 2 SYLLABLE TYPES

Lesson 12 Target Skill: Closed Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES <i>Lesson 12 Target Skill: Closed Syllables</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 12, SE p. 99/TE pp. T119–T120 Build Fluency: Speed Drill • Unit 2, Lesson 12, SE p. 100/TE p. T120 Read Connected Text “The Monster Pumpkin” • Unit 2, Lesson 12, SE p. 101/TE pp. T121–T122 Cumulative Assessment: Fluency Check • Unit 2, Lesson 10, SE p. 106/TE pp. T127–T128 SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121–T122 Teacher-Table Intervention Think and Write/Dictation • Unit 2, Lesson 12, TE p. 122 Word Building • Unit 2, Lesson 12, TE p. T124 Word Ladder • Unit 2, Lesson 12, TE p. T102 High-Frequency Syllables • Unit 2, Lesson 12, SE p. 104/TE pp. T125–T126 Writing Extension: Write About It • Unit 2, Lesson 12, SE p. 105/TE pp. T125–T126</p>	<p>UNIT 2 SYLLABLE TYPES <i>Decodable Texts</i> Lesson 12 Target Skill: Closed Syllables “Rabbit Facts” • Fluency Booster Practice Book, Lesson 12, p. 25 Partner Reading 6 “Paul’s Mitten” (Complex Vowel /ô/; Closed Syllables) • Fluency Booster Practice Book, p. 77</p>	<p><i>Decodable Library: Syllable Types</i> Closed Syllables LEVEL B “A Nutty Picnic” “The Rocket Contest” LEVEL C “The Monster Pumpkin” “Rabbit Facts” <i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 111 WEEK 3 • Open and Closed Syllable Review</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 2 SYLLABLE TYPES

Lesson 13 Target Skill: Open Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES <i>Lesson 13 Target Skill: Open Syllables</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 13, SE p. 107/TE pp. T129–T130 Build Fluency: Speed Drill • Unit 2, Lesson 13, SE p. 108/TE p. T130 Read Connected Text “Coding Camp for Kids!” • Unit 2, Lesson 13, SE p. 109/TE pp. T131–T132 Cumulative Assessment: Fluency Check • Unit 2, Lesson 13, SE p. 114/TE pp. T137–T138</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 13, SE p. 110/TE pp. T129, T131–T132 Teacher-Table Intervention Think and Write/Dictation • Unit 2, Lesson 13, TE p. 132 Word Building • Unit 2, Lesson 13, TE p. T134 Word Ladder • Unit 2, Lesson 13, TE p. T110 High-Frequency Syllables • Unit 2, Lesson 13, SE p. 112/TE pp. T135–T136 Writing Extension: Write About It • Unit 2, Lesson 13, SE p. 113/TE pp. T135–T136</p>	<p>UNIT 2 SYLLABLE TYPES <i>Decodable Texts</i> Lesson 13 Target Skill: Open Syllables “Our Planets Poster” • Fluency Booster Practice Book, Lesson 13, p. 27 Partner Reading 7 “A Fable for All Times” (Open Syllables; Final Stable Syllables) • Fluency Booster Practice Book, p. 79</p>	<p><i>Decodable Library: Syllable Types</i></p> <p><i>Open Syllables</i></p> <p>LEVEL B “Animals on the Go” “The Robot”</p> <p>LEVEL C “Coding Camp for Kids!” “Our Planets Poster”</p> <p><i>Interactive Instruction and Practice</i></p> <p>Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 111 WEEK 3</p> <ul style="list-style-type: none"> • Open and Closed Syllable Review

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 2 SYLLABLE TYPES

Lesson 14 Target Skill: Final Stable Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES <i>Lesson 14 Target Skill: Final Stable Syllables</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 14, SE p. 115/TE pp. T139-T140 Build Fluency: Speed Drill • Unit 2, Lesson 14, SE p. 116/TE p. T140 Read Connected Text “Bugs for Dinner” • Unit 2, Lesson 14, SE p. 117/TE pp. T141-T142 Cumulative Assessment: Fluency Check • Unit 2, Lesson 14, SE p. 122/TE pp. T147-T148</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 14, SE p. 118/TE pp. T139, T141-T142 Teacher-Table Intervention Think and Write/Dictation • Unit 2, Lesson 14, TE p. 142 Word Building • Unit 2, Lesson 14, TE p. T144 Word Ladder • Unit 2, Lesson 14, TE p. T118 High-Frequency Syllables • Unit 2, Lesson 14, SE p. 120/TE pp. T145-T146 Writing Extension: Write About It • Unit 2, Lesson 14, SE p. 121/TE pp. T145-T146</p>	<p>UNIT 2 SYLLABLE TYPES <i>Decodable Texts</i> Lesson 14 Target Skill: Final Stable Syllables “Oodles of Noodles” • Fluency Booster Practice Book, Lesson 14, p. 29 Partner Reading 7 “A Fable for All Times” (Open Syllables; Final Stable Syllables) • Fluency Booster Practice Book, p. 79</p>	<p><i>Decodable Library: Syllable Types</i> <i>Final Stable Syllables</i></p> <p>LEVEL B “Creature Features” “Make a Weather Station”</p> <p>LEVEL C “Bugs for Dinner” “Oodles of Noodles”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 10 WEEK 1 • Final Stable Syllables -tion, -sure, -ture</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 2 SYLLABLE TYPES

Lesson 15 Target Skill: Vowel Team Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES <i>Lesson 15 Target Skill: Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 15, SE p. 123/TE pp. T149-T150 Build Fluency: Speed Drill • Unit 2, Lesson 15, SE p. 124/TE p. T150 Read Connected Text “Cow? Doe? Goat? Guess!” • Unit 2, Lesson 15, SE p. 125/TE pp. T151-T152 Cumulative Assessment: Fluency Check • Unit 2, Lesson 15, SE p. 130/TE pp. T157-T158</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 15, SE p. 126/TE pp. T149, T151-T152 Teacher-Table Intervention Think and Write/Dictation • Unit 2, Lesson 15, TE p. 152 Word Building • Unit 2, Lesson 15, TE p. T154 Word Ladder • Unit 2, Lesson 15, TE p. T126 High-Frequency Syllables • Unit 2, Lesson 15, SE p. 128/TE pp. T155-T156 Writing Extension: Write About It • Unit 2, Lesson 15, SE p. 129/TE pp. T155-T156</p>	<p>UNIT 2 SYLLABLE TYPES <i>Decodable Texts</i> Lesson 15 Target Skill: Vowel Team Syllables “Noisy Monkeys” • Fluency Booster Practice Book, Lesson 15, p. 31 Partner Reading 8 “A Robot Empire” (Vowel Team Syllables; r-Controlled Vowel Syllables) • Fluency Booster Practice Book, p. 81</p>	<p><i>Decodable Library: Syllable Types</i></p> <p><i>Vowel Team Syllables</i></p> <p>LEVEL B “Fireboats” “By the Seacoast” “The Mural” “Hot Air Balloons”</p> <p>LEVEL C “Cow? Doe? Goat? Guess!” “Noisy Monkeys”</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 4 WEEK 3 • Vowel au, aw, ai, o</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 2 SYLLABLE TYPES

Lesson 16 Target Skill: r-Controlled Vowel Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES <i>Lesson 16 Target Skill:</i> <i>r-Controlled Vowel Syllables</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 16, SE p. 131/TE pp. T159-T160 Build Fluency: Speed Drill • Unit 2, Lesson 16, SE p. 132/TE p. T160 Read Connected Text “Dependable Dogs” • Unit 2, Lesson 16, SE p. 133/TE pp. T161-T162 Cumulative Assessment: Fluency Check • Unit 2, Lesson 16, SE p. 138/TE pp. T167-T168</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 16, SE p. 134/TE pp. T159, T161-T162 Teacher-Table Intervention Think and Write/Dictation • Unit 2, Lesson 16, TE p. 162 Word Building • Unit 2, Lesson 16, TE p. T164 Word Ladder • Unit 2, Lesson 16, TE p. T134 High-Frequency Syllables • Unit 2, Lesson 16, SE p. 136/TE pp. T165-T166 Writing Extension: Write About It • Unit 2, Lesson 16, SE p. 137/TE pp. T165-T166</p>	<p>UNIT 2 SYLLABLE TYPES <i>Decodable Texts</i> Lesson 16 Target Skill: r-Controlled Vowel Syllables “Garden Spiders” • Fluency Booster Practice Book, Lesson 16, p. 33 Partner Reading 8 “A Robot Umpire” (Vowel Team Syllables; r-Controlled Vowel Syllables) • Fluency Booster Practice Book, p. 81</p>	<p><i>Decodable Library: r-Controlled Vowels</i></p> <p><i>r-Controlled är</i></p> <p>LEVEL A “On the Farm” “Star Art”</p> <p>LEVEL B “Sparky” “A Jar Garden”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>r-Controlled û</i></p> <p>LEVEL A “Pam Gets Hurt” “The Birds”</p> <p>LEVEL B “Escape from Danger” “Ask Nurse Kitty”</p> <p>LEVEL C “Pop, Pop, Popcorn” “Proverbs”</p> <p><i>r-Controlled ôr</i></p> <p>LEVEL A “Stores at the Mall” “Storm”</p> <p>LEVEL B “A Roar at the Door!” “Rory’s Reply”</p> <p>LEVEL C “Unicorns of the Sea” “Sharks”</p> <p><i>continued</i></p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 6 WEEK 1 • Words with ar, or, ore</p> <p>MODULE 6 WEEK 2 • Words with ir, ur, or</p> <p>MODULE 6 WEEK 3 • Words with /ur/ and /ir/</p> <p><i>continued</i></p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 2 SYLLABLE TYPES

Lesson 16 Target Skill: r-Controlled Vowel Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
		<p><i>continued</i> r-Controlled âr</p> <p>LEVEL A "The Three Bears: A Retelling" "What a Pair!"</p> <p>LEVEL B "Bears" "The Lost Glasses"</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>		<p><i>continued</i></p> <p>MODULE 6 WEEK 1 • Words with ar, or, ore</p> <p>MODULE 6 WEEK 2 • Words with ir, ur, or</p> <p>MODULE 6 WEEK 3 • Words with /ur/ and /ir/</p>

SE = Student Edition / TE = Teacher's Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 2 SYLLABLE TYPES

Lesson 17 Target Skill: Final e Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES <i>Lesson 17 Target Skill: Final e Syllables</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 2, Lesson 17, SE p. 139/TE pp. T169–T170 Build Fluency: Speed Drill • Unit 2, Lesson 17, SE p. 140/TE p. T170 Read Connected Text “A Nice Surprise” • Unit 2, Lesson 17, SE p. 141/TE pp. T171–T172 Cumulative Assessment: Fluency Check • Unit 2, Lesson 17, SE p. 146/TE pp. T177–T178 SPELLING/ENCODING Word Sort: Sort It Out • Unit 2, Lesson 17, SE p. 142/TE pp. T169, T171–T172 Teacher-Table Intervention Think and Write/Dictation • Unit 2, Lesson 17, TE p. 172 Word Building • Unit 2, Lesson 17, TE p. T174 Word Ladder • Unit 2, Lesson 17, TE p. T142 High-Frequency Syllables • Unit 2, Lesson 17, SE p. 144/TE pp. T175–T176 Writing Extension: Write About It • Unit 2, Lesson 17, SE p. 145/TE pp. T175–T176</p>	<p>UNIT 2 SYLLABLE TYPES <i>Decodable Texts</i> Lesson 17 Target Skill: Final e Syllables “Milkshake for Breakfast” • Fluency Booster Practice Book, Lesson 17, p. 35 Partner Reading 9 “Muffins to Make” (Final e Syllables; Unaccented Final Syllables) • Fluency Booster Practice Book, p. 83</p>	<p><i>Decodable Library: Final e</i> <i>Final e (a_e)</i> LEVEL K “The Hat” “Same for Sam” <i>Final e (o_e, i_e)</i> LEVEL K “The Bike Ride” “Kites” <i>Final e (o_e, i_e)</i> LEVEL K “The Bike Ride” “Kites” <i>Final e (a_e, i_e)</i> LEVEL A “The Big Race” “Ice Is Nice” <i>Final e (o_e, u_e, e_e)</i> LEVEL A “Let’s Bake a Cake” “Pete’s Note” <i>Final e (a_e, i_e, o_e, u_e, e_e)</i> LEVEL B “A Place in Space” “Fun and Games” <i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 1 WEEK 2 • Long Vowels a, e, i, o, u</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 2 SYLLABLE TYPES

Lesson 18 Target Skill: Unaccented Final Syllables

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 2 SYLLABLE TYPES Lesson 18 Target Skill: Unaccented Final Syllables <i>(words ending in -en, -on, -in, -ain)</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 147/TE pp. T179-T180 Build Fluency: Speed Drill <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 148/TE p. T180 Read Connected Text "Attention, Superhero Fans!" <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 149/TE pp. T181-T182 Cumulative Assessment: Fluency Check <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 154/TE pp. T187-T188 <p>SPELLING/ENCODING Word Sort: Sort It Out <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 150/TE pp. T181, T183-T184 Teacher-Table Intervention Think and Write/Dictation <ul style="list-style-type: none"> Unit 2, Lesson 18, TE p. 182 Word Building <ul style="list-style-type: none"> Unit 2, Lesson 18, TE p. T184 Word Ladder <ul style="list-style-type: none"> Unit 2, Lesson 18, TE p. T150 High-Frequency Syllables <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 152/TE pp. T185-T186 Writing Extension: Write About It <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 153/TE pp. T185-T186 </p></p>	<p>UNIT 2 SYLLABLE TYPES Decodable Texts Lesson 18 Target Skill: Unaccented Final Syllables "The Dolphin Fountain" <ul style="list-style-type: none"> Fluency Booster Practice Book, Lesson 18, p. 37 Partner Reading 9 "Muffins to Make" (Final e Syllables; Unaccented Final Syllables) Fluency Booster Practice Book, p. 83</p>	<p><i>Decodable Library: Syllable Types</i> Unaccented Final Syllables</p> <p>LEVEL C "Attention, Superhero Fans!" "The Dolphin Fountain"</p> <p><i>Interactive Instruction and Practice</i> Connect It Is It a Word? Sort It Build It Sound It, Spell It</p>	<p>Assessment Comprehensive Phonics Survey <ul style="list-style-type: none"> Benchmark (Interactive), Benchmark Assessments Benchmark (PDF), Benchmark Assessments Reading Observation Form <ul style="list-style-type: none"> Formative Assessments </p>	<p>MODULE 10 WEEK 3 <ul style="list-style-type: none"> Words Ending in -le, -al, -el, -er </p>

SE = Student Edition / TE = Teacher's Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 3 PREFIXES AND SUFFIXES

Lesson 19 Target Skill: Inflectional Endings -ed, -ing

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 19 Target Skill: Inflectional Endings -ed, -ing</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 3, Lesson 19, SE p. 157/TE pp. T193-T194 Build Fluency: Speed Drill • Unit 3, Lesson 19, SE p. 158/TE p. T194 Read Connected Text “A Wild Ride” • Unit 3, Lesson 19, SE p. 159/TE pp. T195-T196 Cumulative Assessment: Fluency Check • Unit 3, Lesson 19, SE p. 164/TE pp. T201-T202</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 3, Lesson 19, SE p. 160/TE pp. T191, T193-T194 Teacher-Table Intervention Think and Write/Dictation • Unit 3, Lesson 19, TE p. 196 Word Building • Unit 3, Lesson 19, TE p. T198 Word Ladder • Unit 3, Lesson 19, TE p. T160 High-Frequency Syllables • Unit 3, Lesson 19, SE p. 162/TE pp. T199-T200 Writing Extension: Write About It • Unit 3, Lesson 19, SE p. 163/TE pp. T199-T200</p>	<p>UNIT 3 PREFIXES AND SUFFIXES <i>Decodable Texts</i> Lesson 19 Target Skill: Inflectional Endings -ed, -ing “Game Day” • Fluency Booster Practice Book, Lesson 19, p. 39 Partner Reading 10 “Name That Group” (Inflectional Endings with Spelling Changes; Irregular Plurals) • Fluency Booster Practice Book, p. 85</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p><i>Inflectional Endings (with spelling changes)</i></p> <p>LEVEL C “A Wild Ride” “Game Day”</p> <p><i>Interactive Instruction and Practice</i> Is It a Word? Sort It Build It Sound It, Spell It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 12 WEEK 3 • Words with Affixes</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 3 PREFIXES AND SUFFIXES

Lesson 20 Target Skill: Irregular Plurals

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 20 Target Skill: Irregular Plurals</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 3, Lesson 20, SE p. 165/TE pp. T203-T204 Build Fluency: Speed Drill • Unit 3, Lesson 20, SE p. 166/TE p. T204 Read Connected Text “Race Day” • Unit 3, Lesson 20, SE p. 167/TE pp. T205-T206 Cumulative Assessment: Fluency Check • Unit 3, Lesson 20, SE p. 172/TE pp. T211-T212</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 3, Lesson 20, SE p. 168/TE pp. T201, T203-T204 Teacher-Table Intervention Think and Write/Dictation • Unit 3, Lesson 20, TE p. 206 Word Building • Unit 3, Lesson 20, TE p. T208 Word Ladder • Unit 3, Lesson 20, TE p. T168 High-Frequency Syllables • Unit 3, Lesson 20, SE p. 170/TE pp. T209-T210 Writing Extension: Write About It • Unit 3, Lesson 20, SE p. 171/TE pp. T209-T210</p>	<p>UNIT 3 PREFIXES AND SUFFIXES <i>Decodable Texts</i> Lesson 20 Target Skill: Irregular Plurals “Daisy and the State Fair” • Fluency Booster Practice Book, Lesson 20, p. 41 Partner Reading 10 “Name That Group” (Inflectional Endings with Spelling Changes; Irregular Plurals) • Fluency Booster Practice Book, p. 85</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p><i>Irregular Plurals</i></p> <p>LEVEL C “Race Day” “Daisy and the State Fair”</p> <p><i>Interactive Instruction and Practice</i> Sort It Build It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 7 WEEK 2 • Irregular Plurals</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 3 PREFIXES AND SUFFIXES

Lesson 21 Target Skill: Prefixes dis-, un-, pre-, re-

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 21 Target Skill: Prefixes dis-, un-, pre-, re-</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 3, Lesson 21, SE p. 173/TE pp. T213–T214 Build Fluency: Speed Drill • Unit 3, Lesson 21, SE p. 174/TE p. T214 Read Connected Text “Packing for a Trip” • Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216 Cumulative Assessment: Fluency Check • Unit 3, Lesson 21, SE p. 180/TE pp. T221–T222</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 3, Lesson 21, SE p. 176/TE pp. T211, T213–T214 Teacher-Table Intervention Think and Write/Dictation • Unit 3, Lesson 21, TE p. 216 Word Building • Unit 3, Lesson 21, TE p. T218 Word Ladder • Unit 3, Lesson 21, TE p. T176 High-Frequency Syllables • Unit 3, Lesson 21, SE p. 178/TE pp. T219–T220 Writing Extension: Write About It • Unit 3, Lesson 21, SE p. 179/TE pp. T219–T220</p>	<p>UNIT 3 PREFIXES AND SUFFIXES <i>Decodable Texts</i> Lesson 21 Target Skill: Prefixes dis-, un-, pre-, re- “Crow and the Pitcher” • Fluency Booster Practice Book, Lesson 21, p. 43 Partner Reading 11 “Trucks, Trucks, Trucks” (Prefixes (dis-, un-, pre-, re-); Suffixes (-er, -or)) • Fluency Booster Practice Book, p. 87</p>	<p><i>Decodable Library: Word Study Skills</i> Prefixes (dis-, un-, pre-, re-) LEVEL C “Packing for a Trip” “Crow and the Pitcher” <i>Interactive Instruction and Practice</i> Connect It Sort It Build It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 8 WEEK 2 • Prefixes re-, un- and Suffixes -less, -ness MODULE 12 WEEK 3 • Words with Affixes</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 3 PREFIXES AND SUFFIXES

Lesson 22 Target Skill: Suffixes -er, -or

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 3 PREFIXES AND SUFFIXES Lesson 22 Target Skill: Suffixes -er, -or READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 3, Lesson 22, SE p. 181/TE pp. T223-T224 Build Fluency: Speed Drill • Unit 3, Lesson 22, SE p. 182/TE p. T224 Read Connected Text “What Will I Be?” • Unit 3, Lesson 22, SE p. 183/TE pp. T225-T226 Cumulative Assessment: Fluency Check • Unit 3, Lesson 22, SE p. 188/TE pp. T231-T232 SPELLING/ENCODING Word Sort: Sort It Out • Unit 3, Lesson 22, SE p. 184/TE pp. T221, T223-T224 Teacher-Table Intervention Think and Write/Dictation • Unit 3, Lesson 22, TE p. 226 Word Building • Unit 3, Lesson 22, TE p. T228 Word Ladder • Unit 3, Lesson 22, TE p. T184 High-Frequency Syllables • Unit 3, Lesson 22, SE p. 186/TE pp. T229-T230 Writing Extension: Write About It • Unit 3, Lesson 22, SE p. 187/TE pp. T229-T230</p>	<p>UNIT 3 PREFIXES AND SUFFIXES Decodable Texts Lesson 22 Target Skill: Suffixes -er, -or “The Class Play” • Fluency Booster Practice Book, Lesson 22, p. 45 Partner Reading 11 “Trucks, Trucks, Trucks” (Prefixes (dis-, un-, pre-, re-); Suffixes (-er, -or)) • Fluency Booster Practice Book, p. 87</p>	<p><i>Decodable Library: Word Study Skills</i> Suffixes (-er, -or) LEVEL C “What Will I Be?” “The Class Play” <i>Interactive Instruction and Practice</i> Sort It Build It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 9 WEEK 1 • Suffixes -ful, -y, -ly, -er, -or MODULE 12 WEEK 3 • Words with Affixes</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 3 PREFIXES AND SUFFIXES

Lesson 23 Target Skill: Suffixes -able, -ful, -less, -ness, -y, -ly

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 23 Target Skill: Suffixes -able, -ful, -less, -ness, -y, -ly</i> READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 3, Lesson 22, SE p. 181/TE pp. T223-T224 Build Fluency: Speed Drill • Unit 3, Lesson 22, SE p. 182/TE p. T224 Read Connected Text “What Will I Be?” • Unit 3, Lesson 22, SE p. 183/TE pp. T225-T226 Cumulative Assessment: Fluency Check • Unit 3, Lesson 22, SE p. 188/TE pp. T231-T232 SPELLING/ENCODING Word Sort: Sort It Out • Unit 3, Lesson 23, SE p. 192/TE pp. T231, T233-T234 Teacher-Table Intervention Think and Write/Dictation • Unit 3, Lesson 23, TE p. 236 Word Building • Unit 3, Lesson 23, TE p. T238 Word Ladder • Unit 3, Lesson 23, TE p. T192 High-Frequency Syllables • Unit 3, Lesson 23, SE p. 194/TE pp. T239-T240 Writing Extension: Write About It • Unit 3, Lesson 23, SE p. 195/TE pp. T239-T240</p>	<p>UNIT 3 PREFIXES AND SUFFIXES <i>Decodable Texts</i> Lesson 23 Target Skill: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station” • Fluency Booster Practice Book, Lesson 23, p. 47 Partner Reading 12 “Life on Mars” (Suffixes (-able, -ful, -less, -ness, -y, -ly,); Prefixes (im-, in-, non-, mis-, sub-)) • Fluency Booster Practice Book, p. 89</p>	<p><i>Decodable Library: Word Study Skills</i> Suffixes (-ful, -less, -y, -u) LEVEL C “Join Our Walking School Bus!” “The International Space Station” <i>Interactive Instruction and Practice</i> Sort It Build It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 8 WEEK 2 • Prefixes re-, un- and Suffixes -less, -ness MODULE 9 WEEK 1 • Suffixes -ful, -y, -ly, -er, -or MODULE 12 WEEK 3 • Words with Affixes</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 3 PREFIXES AND SUFFIXES

Lesson 24 Target Skill: Prefixes im-, in-, non-, mis-, sub-

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 24 Target Skill: Prefixes im-, in-, non-, mis-, sub-</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 3, Lesson 24, SE p. 197/TE pp. T243-T244 Build Fluency: Speed Drill • Unit 3, Lesson 24, SE p. 198/TE p. T244 Read Connected Text “The Unbelievable Woolly Bear!” • Unit 3, Lesson 24, SE p. 199/TE pp. T245-T246 Cumulative Assessment: Fluency Check • Unit 3, Lesson 24, SE p. 204/TE pp. T251-T252</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 3, Lesson 24, SE p. 200/TE pp. T243, T245-T246 Teacher-Table Intervention Think and Write/Dictation • Unit 3, Lesson 24, TE p. 246 Word Building • Unit 3, Lesson 24, TE p. T248 Word Ladder • Unit 3, Lesson 24, TE p. T200 High-Frequency Syllables • Unit 3, Lesson 24, SE p. 202/TE pp. T249-T250 Writing Extension: Write About It • Unit 3, Lesson 24, SE p. 203/TE pp. T249-T250</p>	<p>UNIT 3 PREFIXES AND SUFFIXES <i>Decodable Texts</i> Lesson 24 Target Skill: Prefixes im-, in-, non-, mis-, sub- “Inventions” • Fluency Booster Practice Book, Lesson 24, p. 49 Partner Reading 12 “Life on Mars” (Suffixes (-able, -ful, -less, -ness, -y, -ly,); Prefixes (im-, in-, non-, mis-, sub-)) • Fluency Booster Practice Book, p. 89</p>	<p><i>Decodable Library: Word Study Skills</i> Prefixes (im-, in-, non-) LEVEL C “The Unbelievable Woolly Bear!” “Inventions” <i>Interactive Instruction and Practice</i> Connect It Sort It Build It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 12 WEEK 3 • Words with Affixes</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 3 PREFIXES AND SUFFIXES

Lesson 25 Target Skill: Related Words

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 3 PREFIXES AND SUFFIXES <i>Lesson 25 Target Skill: Related Words</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 3, Lesson 25, SE p. 205/TE pp. T253-T254 Build Fluency: Speed Drill • Unit 3, Lesson 25, SE p. 206/TE p. T254 Read Connected Text “Friendly or Unfriendly?” • Unit 3, Lesson 25, SE p. 207/TE pp. T255-T256 Cumulative Assessment: Fluency Check • Unit 3, Lesson 25, SE p. 212/TE pp. T261-T262</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 3, Lesson 25, SE p. 208/TE pp. T253, T255-T256 Teacher-Table Intervention Think and Write/Dictation • Unit 3, Lesson 25, TE p. 256 Word Building • Unit 3, Lesson 25, TE p. T258 Word Ladder • Unit 3, Lesson 25, TE p. T208 High-Frequency Syllables • Unit 3, Lesson 25, SE p. 210/TE pp. T259-T260 Writing Extension: Write About It • Unit 3, Lesson 25, SE p. 211/TE pp. T259-T260</p>	<p>UNIT 3 PREFIXES AND SUFFIXES <i>Decodable Texts</i> Lesson 25 Target Skill: Related Words “The Time Capsule” • Fluency Booster Practice Book, Lesson 25, p. 51 Partner Reading 13 “You’re Joking!” (Related Words; Homophones) • Fluency Booster Practice Book, p. 91</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p>Related Words</p> <p>LEVEL C “Friendly or Unfriendly!” “The Time Capsule”</p> <p><i>Interactive Instruction and Practice</i> Sort It Build It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 12 WEEK 2 • Related Words</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 4 MORE WORD STUDY SKILLS

Lesson 26 Target Skill: Homophones

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 4 MORE WORD STUDY SKILLS <i>Lesson 26 Target Skill: Homophones</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 26, SE p. 215/TE pp. T267–T268 Build Fluency: Speed Drill • Unit 4, Lesson 26, SE p. 216/TE p. T268 Read Connected Text “Fun Puns” • Unit 4, Lesson 26, SE p. 217/TE pp. T269–T270 Cumulative Assessment: Fluency Check • Unit 4, Lesson 26, SE p. 222/TE pp. T275–T276</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 26, SE p. 218/TE pp. T263, T265–T266 Teacher-Table Intervention Think and Write/Dictation • Unit 4, Lesson 26, TE p. 270 Word Building • Unit 4, Lesson 26, TE p. T272 Word Ladder • Unit 4, Lesson 26, TE p. T218 High-Frequency Syllables • Unit 4, Lesson 26, SE p. 220/TE pp. T273–T274 Writing Extension: Write About It • Unit 4, Lesson 26, SE p. 221/TE pp. T273–T274</p>	<p>UNIT 4 MORE WORD STUDY SKILLS <i>Decodable Texts</i> Lesson 26 Target Skill: Homophones “Deer Diary” • Fluency Booster Practice Book, Lesson 26, p. 53 Partner Reading 13 “You’re Joking!” (Related Words; Homophones) • Fluency Booster Practice Book, p. 91</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p>LEVEL C “Fun Punds” “Deer Diary”</p> <p><i>Interactive Instruction and Practice</i> Sort It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 5 WEEK 2 • Homophones</p>

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B



UNIT 4 MORE WORD STUDY SKILLS

Lesson 27 Target Skill: Homographs

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 4 MORE WORD STUDY SKILLS <i>Lesson 27 Target Skill:</i> <i>Homographs</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 27, SE p. 223/TE pp. T277-T278 Build Fluency: Speed Drill • Unit 4, Lesson 27, SE p. 224/TE p. T278 Read Connected Text “What’s That Word?” • Unit 4, Lesson 27, SE p. 225/TE pp. T279-T280 Cumulative Assessment: Fluency Check • Unit 4, Lesson 27, SE p. 230/TE pp. T285-T286</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • UUnit 4, Lesson 27, SE p. 226/TE pp. T273, T275-T276 Teacher-Table Intervention Think and Write/Dictation • Unit 4, Lesson 27, TE p. 280 Word Building • Unit 4, Lesson 27, TE p. T282 Word Ladder • Unit 4, Lesson 27, TE p. T226 High-Frequency Syllables • Unit 4, Lesson 27, SE p. 228/TE pp. T283-T284 Writing Extension: Write About It • Unit 4, Lesson 27, SE p. 229/TE pp. T283-T284</p>	<p>UNIT 4 MORE WORD STUDY SKILLS <i>Decodable Texts</i> Lesson 27 Target Skill: Homographs “Homograph Laughs” • Fluency Booster Practice Book, Lesson 27, p. 55 Partner Reading 14 “Backyard Arts and Crafts” (Homographs; Compound Words) • Fluency Booster Practice Book, p. 93</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p>LEVEL C “What’s That Word?” “Homograph Laughs”</p> <p><i>Interactive Instruction and Practice</i> Connect It Sort It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 4 MORE WORD STUDY SKILLS

Lesson 28 Target Skill: Compound Words

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 4 MORE WORD STUDY SKILLS <i>Lesson 28 Target Skill: Compound Words</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 28, SE p. 231/TE pp. T287–T288</p> <p>Build Fluency: Speed Drill • Unit 4, Lesson 28, SE p. 232/TE p. T288</p> <p>Read Connected Text “Insect Hunt Highlights” • Unit 4, Lesson 28, SE p. 233/TE pp. T289–T290</p> <p>Cumulative Assessment: Fluency Check • Unit 4, Lesson 28, SE p. 238/TE pp. T295–T296</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 28, SE p. 234/TE pp. T283, T285–T286</p> <p>Teacher-Table Intervention Think and Write/Dictation • Unit 4, Lesson 28, TE p. 290</p> <p>Word Building • Unit 4, Lesson 28, TE p. T292</p> <p>Word Ladder • Unit 4, Lesson 28, TE p. T234</p> <p>High-Frequency Syllables • Unit 4, Lesson 28, SE p. 236/TE pp. T293–T294</p> <p>Writing Extension: Write About It • Unit 4, Lesson 28, SE p. 237/TE pp. T293–T294</p>	<p>UNIT 4 MORE WORD STUDY SKILLS <i>Decodable Texts</i> Lesson 28 Target Skill: Compound Words “Birdwatching” • Fluency Booster Practice Book, Lesson 28, p. 57</p> <p>Partner Reading 14 “Backyard Arts and Crafts” (Homographs; Compound Words) • Fluency Booster Practice Book, p. 93</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p>LEVEL C “Insect Hunt Highlights” “Birdwatching”</p> <p><i>Interactive Instruction and Practice</i> Sort It Build It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form • Formative Assessments</p>	<p>MODULE 7 WEEK 1</p> <ul style="list-style-type: none"> • Compound Words and Abbreviations

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 4 MORE WORD STUDY SKILLS

Lesson 29 Target Skill: Abbreviations

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 4 MORE WORD STUDY SKILLS <i>Lesson 29 Target Skill: Abbreviations</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 29, SE p. 239/TE pp. T297–T298</p> <p>Build Fluency: Speed Drill • Unit 4, Lesson 29, SE p. 240/TE p. T298</p> <p>Read Connected Text “ZIP, Zap, Zoom!” • Unit 4, Lesson 29, SE p. 241/TE pp. T299–T300</p> <p>Cumulative Assessment: Fluency Check • Unit 4, Lesson 29, SE p. 246/TE pp. T305–T306</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 29, SE p. 242/TE pp. T295, T297–T298</p> <p>Teacher-Table Intervention Think and Write/Dictation • Unit 4, Lesson 29, TE p. 300</p> <p>Word Building • Unit 4, Lesson 29, TE p. T302</p> <p>Word Ladder • Unit 4, Lesson 29, TE p. T242</p> <p>High-Frequency Syllables • Unit 4, Lesson 29, SE p. 244/TE pp. T303–T304</p> <p>Writing Extension: Write About It • Unit 4, Lesson 29, SE p. 245/TE pp. T303–T304</p>	<p>UNIT 4 MORE WORD STUDY SKILLS <i>Decodable Texts</i> Lesson 29 Target Skill: Abbreviations “Abbreviations” • Fluency Booster Practice Book, Lesson 29, p. 59</p> <p>Partner Reading 15 “Abbreviation Bingo” (Abbreviations; Contractions) • Fluency Booster Practice Book, p. 95</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p>LEVEL C “ZIP, Zap, Zoom!” “Abbreviations”</p> <p><i>Interactive Instruction and Practice</i> Sort It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments</p> <p>Reading Observation Form • Formative Assessments</p>	<p>MODULE 7 WEEK 1</p> <ul style="list-style-type: none"> • Compound Words and Abbreviations

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175



UNIT 4 MORE WORD STUDY SKILLS

Lesson 30 Target Skill: Contractions

FROM PHONICS TO READING SE & TE	FLUENCY BOOSTER PRACTICE BOOK	INTERACTIVE PRACTICE BUNDLE*	OTHER DIGITAL RESOURCES*	INTO READING DECODING SKILL
<p>UNIT 4 MORE WORD STUDY SKILLS <i>Lesson 30 Target Skill: Contractions</i></p> <p>READING/DECODING Introduction: Learn and Blend/ Blend It • Unit 4, Lesson 30, SE p. 247/TE pp. T307-T308 Build Fluency: Speed Drill • Unit 4, Lesson 30, SE p. 248/TE p. T308 Read Connected Text “It’s Show Time!” • Unit 4, Lesson 30, SE p. 249/TE pp. T309-T310 Cumulative Assessment: Fluency Check • Unit 4, Lesson 30, SE p. 254/TE pp. T315-T316</p> <p>SPELLING/ENCODING Word Sort: Sort It Out • Unit 4, Lesson 30, SE p. 250/TE pp. T305, T307-T308 Teacher-Table Intervention Think and Write/Dictation • Unit 4, Lesson 30, TE p. 310 Word Building • Unit 4, Lesson 30, TE p. T312 Word Ladder • Unit 4, Lesson 30, TE p. T250 High-Frequency Syllables • Unit 4, Lesson 30, SE p. 252/TE pp. T313-T314 Writing Extension: Write About It • Unit 4, Lesson 30, SE p. 253/TE pp. T313-T314</p>	<p>UNIT 4 MORE WORD STUDY SKILLS <i>Decodable Texts</i> Lesson 30 Target Skill: Contractions “Sun and Wind” • Fluency Booster Practice Book, Lesson 30, p. 61 Partner Reading 15 “Abbreviation Bingo” (Abbreviations; Contractions) • Fluency Booster Practice Book, p. 95</p>	<p><i>Decodable Library: Word Study Skills</i></p> <p>Contractions</p> <p>LEVEL C “It’s Show Time!” “Sun and Wind”</p> <p><i>Interactive Instruction and Practice</i> Sort It</p>	<p><i>Assessment</i> Comprehensive Phonics Survey • Benchmark (Interactive), Benchmark Assessments • Benchmark (PDF), Benchmark Assessments Reading Observation Form • Formative Assessments</p>	<p>MODULE 5 WEEK 3</p> <ul style="list-style-type: none"> • Contractions with n’t, ‘d, ‘ve

SE = Student Edition / TE = Teacher’s Edition

* SadlierConnect.com, *From Phonics to Reading*, Level B

www.SadlierSchool.com • 800-221-5175