

Lesson	Phonemic Awareness	Systematic Phonics
1	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Identify a sound as voiced or unvoiced. Listen to two spoken words and blend them into one compound word.	
2	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Identify a sound as voiced or unvoiced. Identify if a sound is a nasal sound. Listen to two spoken words and blend them into one compound word.	
3	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Identify a sound as voiced or unvoiced. Identify if a sound is a nasal sound. Distinguish between two different consonant sounds. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	
4	Distinguish between two different consonant sounds. Identify a sound as voiced or unvoiced. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	
5	Demonstrate an understanding that different sounds are produced by shaping the mouth, tongue, and lips in different ways. Distinguish between two different consonant sounds. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [a].
Assessment A		
6	Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Distinguish between two different consonant sounds.	Read the sound of the single-letter phonogram [d].
7	Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Identify the initial sound in words.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.
8	Blend one-syllable CVC words from an auditory prompt. Blend two-syllable words from an auditory prompt. Identify the initial sound in words.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [g]. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
9	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Blend two-syllable words from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [c]. Match the lowercase a-z phonograms in a bookface font to a handwritten form.

SCOPE & SEQUENCE				
Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
Identify the baseline. Identify the top line. Identify the midline. Write the swing stroke.	Identify the baseline. Identify the top line. Identify the midline. Write the swing stroke.			
Write the down stroke.	Write the down stroke.			
Write the roll stroke.	Write the roll stroke.			
Write the curve stroke.	Write the straight stroke.			
Write lowercase [a].	Write lowercase [a].			
Assessment A				
Write lowercase [d].	Write lowercase [d].			
Write the drop-swoop stroke.	Write the drop-swoop stroke.			
Write lowercase [g].	Write lowercase [g].			
Write lowercase [c].	Write lowercase [c].			

Lesson	Phonemic Awareness	Systematic Phonics
10	Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Blend two-syllable words from an auditory prompt. Segment one-syllable words into their individual sounds.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [o]. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
Assessment B		
11	Identify the initial sound in words. Blend two consonants from an auditory prompt. Segment one-syllable words into their individual sounds.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.
12	Identify the initial sound in words. Blend two consonants from an auditory prompt. Segment one-syllable words into their individual sounds.	Read the sound of the multi-letter phonogram [qu].
13	Blend two consonants from an auditory prompt. Segment one-syllable words into their individual sounds.	Demonstrate an understanding that vowels are sounds which can be sung AND can be controlled for volume, and that they are NOT blocked by the lips, tongue, or teeth. Demonstrate an understanding that consonants are sounds blocked by the lips, tongue, or teeth, and that they usually cannot be sung or controlled for volume. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
14	Distinguish between two different vowel sounds. Blend two consonants from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [s]. Demonstrate an understanding that vowels are sounds which can be sung AND can be controlled for volume, and that they are NOT blocked by the lips, tongue, or teeth. Demonstrate an understanding that consonants are sounds blocked by the lips, tongue, or teeth, and that they usually cannot be sung or controlled for volume. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
15	Identify the initial sound in words. Distinguish between two different vowel sounds. Blend two consonants from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.
Assessment C		
16	Distinguish between two different vowel sounds. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt. Segment one-syllable words into their individual sounds.	Read the sound of the single-letter phonogram [t]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
17	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonogram [i]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.

Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
Write lowercase [o].	Write lowercase [o].			
Assessment B				
Write the drop-hook stroke.	Write the drop-hook stroke.			
Write lowercase [qu].	Write lowercase [qu].	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Write the scoop stroke.	Write the curve stroke.	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Write lowercase [s].	Write lowercase [s].			
Write the cross stroke.	Write the cross stroke.	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Assessment C				
Write lowercase [t].	Write lowercase [t].	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Write lowercase [i].	Write lowercase [i].			

Lesson	Phonemic Awareness	Systematic Phonics
18	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.
19	Identify the initial sound in words. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.	Read the sound of the single-letter phonogram p . Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
20	Identify the final sound in a word.	Read ALL the sounds, in order of frequency, of the single-letter phonogram u . Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
Assessment D		
21	Identify the final sound in a word. Identify a sound as voiced or unvoiced.	Read the sound of the single-letter phonogram j . Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
22	Identify the final sound in a word.	Read the sound of the single-letter phonogram w . Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
23	Identify the final sound in a word.	Read ALL the sounds, in order of frequency, of the single-letter phonograms. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
24	Identify the final sound in a word.	Read ALL the sounds, in order of frequency, of the single-letter phonograms.
25	Identify the final sound in a word.	Blend two consonants in isolation. Read the sound of the single-letter phonogram r .
Assessment E		
26	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram n . Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify QU as a multi-letter phonogram in one-syllable words. Decode words that follow the rule <i>Q always needs a U; therefore U is not a vowel here.</i>

Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
Write the circle stroke.	Write the circle stroke.	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Write lowercase p .	Write lowercase p .			
Write lowercase u .	Write lowercase u .	Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).		
Assessment D				
Write lowercase j . Write words with letters connected from the baseline.	Write lowercase j . Write words leaving appropriate space between the letters within the word.	cat, dad, sad, sit, dug	Demonstrate understanding of a word the student has independently decoded.	
Write lowercase w . Write words with letters connected from the baseline.	Write lowercase w . Write words leaving appropriate space between the letters within the word.	up, pig, pup, sat, it Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	
Write words with letter connected with the dip stroke.	Write words leaving appropriate space between the letters within the word.	dog, cop, top, pot, pop Encode one-syllable CVC words.	Demonstrate understanding of a word the student has independently decoded.	
Write the bump stroke.	Write the bump stroke.	jug, dig, cup, tap, dip Write the lowercase single-letter phonograms from an auditory prompt of the sound(s). Spell one-syllable CVC words.	Demonstrate understanding of a word the student has independently decoded.	
Write lowercase r .	Write lowercase r .	rat, jog, wig, rip, pat	Demonstrate understanding of a word the student has independently decoded.	
Assessment E				
Write lowercase n .	Write lowercase n .	can, and, quit, nut, nap Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	

Lesson	Phonemic Awareness	Systematic Phonics
27	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram [m]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
28	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read ALL the sounds, in order of frequency, of the single-letter phonograms.
29	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read ALL the sounds, in order of frequency, of the single-letter phonogram [e]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
30	Identify the medial vowel sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram [l]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify QU as a multi-letter phonogram in one-syllable words. Decode words that follow the rule Q always needs a U; therefore U is not a vowel here.
Assessment F		
31	Identify the initial sound in words.	Blend two and three consonants in isolation. Read the sound of the single-letter phonogram [b]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
32	Identify the initial sound in words.	Read the sound of the single-letter phonogram [h]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
33	Change the initial sound to create a new word.	Read the sound of the single-letter phonogram [k]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Blend two and three consonants in isolation.
34	Change the initial sound to create a new word.	Read the sound of the single-letter phonogram [f]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Blend two and three consonants in isolation.
35	Blend two-syllable words from an auditory prompt.	Read the sound of the single-letter phonogram [v]. Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Match the lowercase a-z phonograms in a bookface font to a handwritten form.
Assessment G		

Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
Write lowercase [m]. Put a space between words.	Write lowercase [m]. Put a space between words.		Demonstrate understanding of a phrase the student has independently decoded.	
Write the loop stroke.	Write the slant stroke.	map, man, mom, gum, tan	Demonstrate understanding of a phrase the student has independently decoded.	
Write lowercase [e].	Write lowercase [e].	pen, jet, pet, net, wet Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	
Write lowercase [l].	Write lowercase [l].	quilt, log, men, mad, leg Write the lowercase single-letter phonograms from an auditory prompt of the sound(s). Spell one-syllable CVC words.	Demonstrate understanding of a phrase the student has independently decoded.	
Assessment F				
Write lowercase [b].	Write lowercase [b].	big, sand, ran, bad, bend Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a word the student has independently decoded.	
Write lowercase [h].	Write lowercase [h].	red, bat, hit, dot, band Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a phrase the student has independently decoded.	
Write lowercase [k].	Write lowercase [k].	sink, honk, skunk, ink, link	Demonstrate understanding of a word the student has independently decoded.	
Write lowercase [f].	Write lowercase [f].	fast, nest, list, best, last Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a phrase the student has independently decoded.	
Write lowercase [v].	Write lowercase [v].	van, vest, kid, win, rest	Demonstrate understanding of a word the student has independently decoded.	
Assessment G				

Lesson	Phonemic Awareness	Systematic Phonics
36		Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify the short vowel sounds of the six single-letter vowels. Read short vowel sounds marked with a breve. Read ALL the sounds, in order of frequency, of the single-letter phonogram x .
37		Read ALL the sounds, in order of frequency, of the single-letter phonogram y . Identify whether each sound of the single-letter phonograms is a consonant or a vowel.
38		Read the sound of the single-letter phonogram z . Identify whether each sound of the single-letter phonograms is a consonant or a vowel. Identify the short vowel sounds of the six single-letter vowels. Identify the second sound of the six single-letter vowels as a long sound. Read long vowel sounds marked with a macron.
39		Identify the short vowel sounds of the six single-letter vowels. Read short vowel sounds marked with a breve. Identify the second sound of the six single-letter vowels as a long sound. Read long vowel sounds marked with a macron.
40	Celebration Day!	
Assessment H		

Cursive Handwriting	Manuscript Handwriting	Spelling	Comprehension & Fluency	Vocabulary & Composition
Write lowercase x .	Write lowercase x .	box, milk, tent, wax, fist	Demonstrate understanding of a word the student has independently decoded. Read high frequency words.	
Write lowercase y .	Write lowercase y .	yes, jump, six, skin, skip	Demonstrate understanding of a word the student has independently decoded. Read high frequency words.	Compose phrases.
Write lowercase z .	Write lowercase z .	if, zip, fox, flag, flap	Read high frequency words.	
		bed, sun, wind, stomp, stamp Write the lowercase single-letter phonograms from an auditory prompt of the sound(s).	Demonstrate understanding of a phrase the student has independently decoded.	
Celebration Day!				
Assessment H				

Lesson	Reading	Phonemic Awareness	Systematic Phonics
41	Workbook 41.4 Matching	Blend two-syllable words from an auditory prompt.	Read short vowel sounds marked with a breve. Read long vowel sounds marked with a macron. Identify the name of each letter. Read the sound of the multi-letter phonogram sh . Decode words with the multi-letter phonogram sh .
42	Workbook 42.3 Fluency Practice	Blend two-syllable words from an auditory prompt.	Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Identify the name of each letter. Match the lowercase a-z phonograms in a bookface font to a handwritten form. Read the sounds, in order of frequency, of the multi-letter phonogram th . Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.
43	Workbook 43.3 Word Bingo	Blend two-syllable words from an auditory prompt.	Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Identify the name of each letter. Decode one-syllable words that follow the rule <i>A E O U usually say their long sounds at the end of the syllable</i> .
44	Workbook 44.2 Matching	Blend two-syllable words from an auditory prompt.	Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Identify the name of each letter.
45	Workbook 45.2 Word Bingo Reader 1 Fred the Frog	Blend two-syllable words from an auditory prompt.	Identify the name of each letter. Demonstrate an understanding that the schwa vowel sound is a lazy sound where the mouth does not open as far and that the sound is quieter and distorted. Demonstrate an understanding that any vowel may say one of the schwa sounds, /u/ or /i/, in an unstressed syllable or unstressed word. Recognize the symbol for schwa, ə. Decode one-syllable words with the schwa sound.
Assessment A			
46	Workbook 46.3 The Clock	Change the initial sound to create a new word.	Identify the name of each letter. Read the sound of the multi-letter phonogram ck .
47	Workbook 47.5 Matching Young Artist Series 1 Stan and His Skunk		Read short vowel sounds marked with a breve. Read long vowel sounds marked with a macron. Decode words that follow the rule <i>CK is used only after a single vowel which says its short sound</i> . Identify the name of each letter. Match lowercase and uppercase letters.

SCOPE & SEQUENCE			
Handwriting	Spelling Analysis	Comprehension & Fluency	Composition, Grammar, & Vocabulary
Write uppercase S .	fish, ship, flash, spot, drum	Demonstrate understanding of a phrase the student has independently decoded.	
Write uppercase T .	this, fit, that, drip, quiz	Read high-frequency words.	
Write uppercase F .	he, she, go, so, drop	Read high-frequency words.	
Write uppercase H .	we, is, thin, had, did	Identify the title. Demonstrate understanding of a sentence the student has independently decoded.	Identify an uppercase letter at the beginning of a sentence. Identify the end mark at the end of a sentence.
Write uppercase M .	a, his, the, then, pink	Read high-frequency words. Identify the title. Make predictions. Recall facts. Explain how illustrations relate to a text. Form and express an opinion.	
Assessment A			
Write uppercase N .	with, duck, quack, math, track	Retell a text. Reread a text. Act out a text.	
Write uppercase A .	be, me, shut, rock, shot	Demonstrate understanding of a sentence the student has independently decoded. Identify the title. Make predictions. Make inferences using picture clues. Recall facts. Identify humor. Explain how illustrations relate to a text.	Identify an uppercase letter at the beginning of a sentence. Identify the end mark at the end of a sentence.

Lesson	Reading	Phonemic Awareness	Systematic Phonics
48	Workbook 48.3 High-Frequency Word Game Young Artist Series 1 Stan and His Skunk		Read the sound of the multi-letter phonogram igh . Blend two and three consonants in isolation. Identify the name of each letter.
49	Workbook 49.3 The Duck's Snack		Blend two and three consonants in isolation. Read the sounds, in order of frequency, of the multi-letter phonogram ch . Identify the name of each letter.
50	Reader 2 Max		Read the sound of the multi-letter phonogram ee . Mark vowels that are saying their short sound with a breve. Mark vowels that are saying their long sound with a macron. Identify the name of each letter. Read the sounds of the uppercase single-letter phonograms.
Assessment B			
51	Workbook 51.3 Reading Basketball		Read the sound of the multi-letter phonogram er . Count the number of syllables by humming the word. Match lowercase and uppercase letters.
52	Workbook 52.3 Matching Questions Young Artist Series 2 Ben Has a Fright		Read the sound of the multi-letter phonogram wh . Match lowercase and uppercase letters. Identify the name of each letter. Count the number of syllables by humming the word.
53	Workbook 53.3 Find It! Young Artist Series 2 Ben Has a Fright	Listen to singular and plural words and identify that a /s/ or /z/ is added to the end to form a plural.	Read the sounds of the multi-letter phonograms oi and oy . Explain how the rule <i>English words do not end in I, U, V, or J</i> applies to the phonograms OI and OY. Decode words that follow the rule <i>To make a noun plural, add the ending -S.</i>
54	Workbook 54.3 Matching		Mark vowels that are saying their short sound with a breve. Mark vowels that are saying their long sound with a macron. Explain how the rule <i>English words do not end in I, U, V, or J</i> applies to the phonograms AI and AY. Read the sounds of the multi-letter phonograms ai and ay .
55	Reader 3 Toys Play	Identify a sound as voiced or unvoiced.	Identify the name of each letter. Decode words with an exception to the phonograms or spelling rules. Identify which parts of the word follow the rules, and identify the exception.
Assessment C			
56	Workbook 56.1 Silent E Machine		Identify the short vowel sounds of the six single-letter vowels. Identify that the second sound of the six single-letters vowels is a long sound. Decode words that follow the silent final E rule <i>The vowel says its long sound because of the E.</i>

Handwriting	Spelling Analysis	Comprehension & Fluency	Composition, Grammar, & Vocabulary
Write uppercase D .	black, light, night, wish, snack	Read high-frequency words. Reread a text. Identify the title. Identify the author. Identify the illustrator. Relate the text to the reader's personal experience.	Create an original story inspired by a text. Illustrate an original story.
Write uppercase B .	chin, chick, no, bright, bath	Reread a text. Retell a text. Demonstrate comprehension by creating illustrations of the text.	Identify an uppercase letter at the beginning of a sentence. Identify the end mark at the end of a sentence.
Write uppercase P .	three, back, see, feel, thick	Identify the title. Make predictions. Recall facts. Identify unknown vocabulary which hinders full comprehension of the text. Form and express an opinion.	
Assessment B			
Write uppercase R .	her, green, sick, feet, check	Read high-frequency words.	
Write uppercase W .	when, which, get, stand, queen	Read questions with appropriate expression. Demonstrate understanding of a sentence the student has independently decoded. Make inferences. Identify unknown vocabulary which hinders full comprehension of the text. Use context to identify the meaning of an unknown vocabulary word. Identify how a character feels.	Questions end with a question mark. Identify a question. Identify a question mark.
Write uppercase U .	boy, coin, feed, joy, bunch	Demonstrate understanding of a word the student has independently decoded. Identify the title. Identify the author. Identify the illustrator. Reread a text. Form and express an opinion. Provide supporting reasons from the text to support an opinion.	Create an original art piece inspired by a text.
Write uppercase I .	play, tail, day, sleep, cheer	Demonstrate understanding of a sentence the student has independently decoded.	Identify an uppercase letter at the beginning of a sentence. Identify the end mark at the end of a sentence.
Write uppercase J .	of, as, has, free, click	Identify the title. Make inferences. Make predictions. Recall facts. Identify personification.	
Assessment C			
	made, name, stop, time, may	Fluently read words with a silent final E.	

Lesson	Reading	Phonemic Awareness	Systematic Phonics
57	Workbook 57.5 Find It! Young Artist Series 3 The Sail Box		Decode words that follow the silent final E rule <i>The vowel says its long sound because of the E</i> . Explain why the silent final E is needed in a given word.
58	Workbook 58.2 Matching Questions Workbook 58.3 Silent E Game Young Artist Series 3 The Sail Box		Identify the two long sounds of U. Decode words that follow the silent final E rule <i>The vowel says its long sound because of the E</i> .
59	Workbook 59.4 Matching		Decode words that follow the silent final E rule <i>The vowel says its long sound because of the E</i> . Identify the reason a vowel is saying its long sound in a given word.
60	Reader 4 Can Pete Pick a Pet?	Change the initial sound to create a new word.	Read the sound of the multi-letter phonogram ng .
Assessment D			
61	Silent E Store		Match lowercase and uppercase letters. Decode words that follow the silent final E rule <i>English words do not end in V or U</i> . Explain why the silent final E is needed in a given word.
62	Workbook 62.2 Matching Young Artist Series 4 Kate Needs a Drink		Identify the two long sounds of U. Mark vowels that are saying their short sound with a breve. Mark vowels that are saying their long sound with a macron. Decode words that follow the silent final E rule <i>English words do not end in V or U</i> . Explain why the silent final E is needed in a given word.
63	Workbook 63.2 Charades Young Artist Series 4 Kate Needs a Drink		Explain why the silent final E is needed in a given word.
64	Workbook 64.3 Ben's Fun Day	Rhyme one-syllable words.	Read the sound of the multi-letter phonogram ar .
65	Reader 5 Quite a Farm!	Rhyme one-syllable words.	Read the sound of the multi-letter phonogram or .
Assessment E			
66	Workbook 66.2 Fox in the Hen House		Identify the broad vowel sounds for A, O, and U. Read broad vowel sounds marked with two dots. Decode one-syllable words with a broad vowel sound.

Handwriting	Spelling Analysis	Comprehension & Fluency	Composition, Grammar, & Vocabulary
Write uppercase K .	bike, nine, street, grape, high	Fluently read words with a silent final E. Demonstrate understanding of a word the student has independently decoded. Identify the title. Make inferences. Use context to identify the meaning of an unknown vocabulary word. Recall facts.	
Write uppercase V .	fire, cute, pick, flute, sheep	Read questions with appropriate expression. Demonstrate understanding of a sentence the student has independently decoded. Fluently read words with a silent final E. Identify the illustrator. Reread a text.	Orally narrate an original story. Create an original art piece inspired by a text.
Write uppercase Y .	like, ride, keep, path, quick	Fluently read words with a silent final E. Demonstrate understanding of a sentence the student has independently decoded.	
Write uppercase C .	thing, sing, clock, snake, note	Identify the title. Make predictions. Use the illustrations to further comprehension. Form and express an opinion.	
Assessment D			
Write uppercase E .	have, give, smile, ask, thank	Fluently read words with a silent final E.	
Write uppercase O .	blue, true, must, save, game	Demonstrate understanding of a sentence the student has independently decoded. Identify the title. Make inferences. Recall facts. Identify how a character feels.	
Write uppercase Q .	take, wave, song, drive, glue	Read high-frequency words. Demonstrate understanding of a word the student has independently decoded. Identify the illustrator. Reread a text. Summarize and retell a text. Form and express an opinion. Relate the text to the reader's personal experience.	Retell a story orally.
Write uppercase G .	car, far, same, jar, ring	Order a sequence of events. Demonstrate understanding of a sentence the student has independently decoded. Reread a text.	
Cursive only: Connect cursive uppercase letters.	or, for, much, gave, sight	Identify the title. Make predictions. Recall facts. Identify personification. Form and express an opinion.	
Assessment E			
Write uppercase L .	want, wash, to, snail, cave,	Read high-frequency words.	

Lesson	Reading	Phonemic Awareness	Systematic Phonics
67	Workbook 67.3 Fox in the Hen House Young Artist Series 5 Cole and His Bike		Identify the broad vowel sounds for A, O, and U. Decode one-syllable words with a broad vowel sound. Decode words that follow the rule <i>We often double F, L, and S after a single, short or broad vowel at the end of the base word. Occasionally other letters also are doubled.</i>
68	Workbook 68.4 Fox in the Hen House Young Artist Series 5 Cole and His Bike		Read short vowel sounds marked with a breve. Read long vowel sounds marked with a macron. Read broad vowel sounds marked with two dots. Decode words that follow the rule <i>We often double F, L, and S after a single, short or broad vowel at the end of the base word. Occasionally other letters also are doubled.</i>
69	Workbook 69.5 The Ball Game		Read short vowel sounds marked with a breve. Read long vowel sounds marked with a macron. Read broad vowel sounds marked with two dots. Decode words that follow the rule <i>We often double F, L, and S after a single, short or broad vowel at the end of the base word. Occasionally other letters also are doubled.</i>
70	Reader 6 Kids Just Want to Have Fun!	Rhyme one-syllable words.	Decode words that follow the rule <i>We often double F, L, and S after a single, short or broad vowel at the end of the base word. Occasionally other letters also are doubled.</i>
Assessment F			
71	Workbook 71.4 Reading Game		Read the sound of the multi-letter phonogram tch . Decode word that follow the rule <i>TCH is used only after a single vowel which says its short or broad sound.</i> Identify the sounds of multi-letter phonograms as consonants or vowels. Identify the short vowel sounds of the six single-letter vowels. Identify the second sound of the six single-letter vowels as a long sound. Decode one-syllable words with a broad vowel sound. Identify the broad vowel sounds for A, O, and U.
72	Workbook 72.4 Sheep Young Artist Series 6 Gwen Gives a Gift		Read the sounds, in order of frequency, of the multi-letter phonogram ow . Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.
73	Workbook 73.1 Matching Workbook 73.2 Bingo Young Artist Series 6 Gwen Gives a Gift		Read the sounds, in order of frequency, of the multi-letter phonogram ou . Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.
74	Workbook 74.2 What Am I?		Read the sounds, in order of frequency, of the multi-letter phonogram ough . Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.

Handwriting	Spelling Analysis	Comprehension & Fluency	Composition, Grammar, & Vocabulary
Write uppercase x .	put, off, stuff, star, chair	Read high-frequency words. Identify the title. Make predictions. Recall facts. Identify how a character feels. Make inferences.	
Write uppercase z . Cursive only: Connect cursive uppercase letters.	ball, tall, do, tray, trail	Reread a text. Make inferences. Identify the illustrator. Use the illustrations to further comprehension. Read high-frequency words.	Narrate an original story.
Cursive only: Connect cursive uppercase letters. Copy a sentence from a model.	class, mess, short, pull, shall	Read high-frequency words. Follow written directions to perform a task.	
Copy a sentence from a model.	egg, buzz, bring, cake, way	Read high-frequency words. Identify the title. Recall facts. Make inferences using pictures clues. Relate the text to the reader's personal experience. Make predictions.	Create a poster.
Assessment F			
Copy a sentence from a model.	catch, watch, hill, glass, rope	Follow written directions to perform a task. Demonstrate understanding of a sentence the student has independently decoded.	Write directions.
Copy a sentence from a model.	cow, snow, tell, corn, hatch	Identify the title. Make predictions. Recall facts. Identify how a character feels.	Identify opposites.
Copy a sentence from a model.	out, round, what, less, sting	Reread a text. Identify the illustrator. Demonstrate understanding of a sentence the student has independently decoded. Read high-frequency words. Act out a text. Identify humor.	Create a greeting card.
Copy a sentence from a model.	was, thought, that, wall, king	Use clues from a text to solve a problem.	

Lesson	Reading	Phonemic Awareness	Systematic Phonics
75	Reader 7 Time to Bake		Count the number of syllables by counting the number of times the mouth drops open to say the vowel sound. Count the number of syllables by humming the word. Demonstrate an understanding that every syllable must have a vowel, and apply this knowledge by counting the number of vowels in a written word to count the number of syllables. Decode plural words ending in -S. Decode plural words ending in -ES. Decode words with an exception to the phonograms or spelling rules. Identify which parts of the word follow the rules, and identify the exception.
Assessment G			
76	Workbook 76.3 Reading Quotes	Rhyme one-syllable words.	Decode words with an exception to the phonograms or spelling rules. Identify which parts of the word follow the rules, and identify the exception.
77	Workbook 77.2 Who Said What? Workbook 77.3 High-Frequency Words Young Artist Series 8 The Corn Maze		Decode words with an exception to the phonograms or spelling rules. Identify which parts of the word follow the rules, and identify the exception.
78	Workbook 78.3 Reading Basketball Young Artist Series 8 The Corn Maze	Rhyme one-syllable words.	Decode words that follow the rule <i>When a one-syllable word ends in a single vowel Y, it always says /i/.</i>
79	High-Frequency Word Game	Rhyme one-syllable words.	Read the sounds, in order of frequency, of the multi-letter phonogram ea . Decode words with phonograms that say more than one sound. Recognize the possibilities and try each of the sounds until the word makes sense.
80	Workbook 80.2 High-Frequency Words Reader 8 My Best Game	Change the initial sound to create a new word.	Read the sound of the multi-letter phonogram oa .
Bonus Lesson	Young Artist Series 8 Meg Makes a Fort		
Assessment H			

Handwriting	Spelling Analysis	Comprehension & Fluency	Composition, Grammar, & Vocabulary
Copy a sentence from a model.	I, you, your, flour, dough	Identify the title. Make predictions. Use the illustrations to further comprehension. Recall facts. Identify humor. Make inferences. Use context to identify the meaning of an unknown vocabulary word.	
Assessment G			
Copy a sentence from a model.	pay, paid, say, said, white	Read quotes with pauses and inflection. When reading quotes, identify who is speaking.	Identify quotation marks.
Copy a sentence from a model.	says, down, right, deer, make	Make inferences. When reading quotes, identify who is speaking. Identify the title. Identify the characters. Recall facts. Use the illustrations to further comprehension. Make predictions. Read high-frequency words.	
Copy a sentence from a model.	by, show, fly, pass, ate	Follow written directions to perform a task. Reread a text. Make inferences. Analyze the author's intent.	Tell an oral story.
Copy a sentence from a model.	great, my, team, cry, grass	Read high-frequency words.	
Copy a sentence from a model.	read, won, boat, coat, head	Read high-frequency words. Make predictions. Identify the title. Identify the narrator. Recall facts. Relate the text to the reader's personal experience.	
		Make predictions. Identify the title. Recall facts. Relate the text to the reader's personal experience.	Tell an oral story.
Assessment H			

Lesson	Reading	Phonemic Awareness	Systematic Phonics & Spelling	Spelling Analysis
81	Workbook 81.4 Trains	Listen to two spoken words and blend them into one compound word.	Read the sound of the multi-letter phonogram [ir]. Decode words with the multi-letter phonogram [ir]. Decode two one-syllable words using phonograms and spelling rules previously taught, then combine the words and decode the compound word.	girl, bird, slow, long, though
82	Reader 1 Trains – <i>A Blast of Fast</i>		Read the sound of the multi-letter phonogram [ur]. Decode words with the multi-letter phonogram [ur]. Decode compound words using phonograms and spelling rules previously taught.	hurt, rainbow, airplane, near, while
83	Reader 1 Trains – <i>A Blast of Fast</i>		Read the sound of the multi-letter phonogram [ear]. Decode words with the multi-letter phonogram [ear]. Decode compound words using phonograms and spelling rules previously taught.	learn, through, small, bread, outside
84	Workbook 84.3 What Am I?		Identify the second vowel sound of the six single-letter vowels as a long sound. Decode one-syllable words that follow the rule <i>When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L.</i> Demonstrate an understanding that the schwa vowel sound is a lazy sound where the mouth does not open as far and that the sound is quieter and distorted. Recognize the symbol for schwa, ə. Decode compound words using phonograms and spelling rules previously taught.	birthday, grandma, type, leave, warm
85			Read the sound of the multi-letter phonogram [wor]. Decode words with the multi-letter phonogram [wor]. Demonstrate an understanding that the schwa vowel sound is a lazy sound where the mouth does not open as far and that the sound is quieter and distorted. Decode compound words using phonograms and spelling rules previously taught.	speak, world, work, first, grandpa
M&J A	Miles and Jax <i>Miles and Jax</i>		Spelling game with words found in <i>Miles and Jax</i> and previously taught in Lessons 1-85.	
Assessment A				
86	Workbook 86.3 Animal Card Game		Decode words that follow the rule <i>O may say /ü/ next to W, TH, M, N or V.</i>	from, love, turning, years, well
87	Reader 2 <i>Firefly – Nightlight With Wings</i>		Read the sound of the multi-letter phonogram [wr]. Decode words with the multi-letter phonogram [wr].	write, into, young, growing, rowing

SCOPE & SEQUENCE

Vocabulary	Comprehension & Fluency	Composition, Grammar & Handwriting
Demonstrate an understanding of how the meaning changes when two words are combined to form a compound word.	Follow written directions to perform a task.	Create a chart to compare and contrast.
Demonstrate an understanding of how the meaning changes when two words are combined to form a compound word.	Identify the title. Make predictions. Identify the author. Recall facts.	
Demonstrate an understanding of how the meaning changes when two words are combined to form a compound word.	Reread a text. Make inferences using picture clues. Use context to identify the meaning of an unknown vocabulary word. Recall facts.	Copywork: Translate type into handwriting.
Demonstrate an understanding of how the meaning changes when two words are combined to form a compound word.	Make inferences using textual clues. Perform outside research to deepen comprehension of a text.	Dictation: Translate thoughts into writing.
Demonstrate an understanding of how the meaning changes when two words are combined to form a compound word.	Read high-frequency words.	Create a chart to compare and contrast.
	Identify the title. Make predictions about the text using the title and cover. Locate and use the table of contents. Identify a chapter title. Recall facts. Identify how a character feels. Form and express an opinion. Identify keywords.	Write a list of keywords.
Assessment A		
Demonstrate an understanding of how the meaning of a word changes when the suffix -ing is added. Blend a word and a suffix to form a new word from an auditory prompt.	Pre-reading activity about insects. Follow written directions to perform a task.	
Demonstrate an understanding of how the meaning of a word changes when the suffix -ing is added. Blend a word and a suffix to form a new word from an auditory prompt. Identify words which are homophones. Recognize that homophones are spelled in a different manner, sound the same, and have different meanings.	Identify the title. Identify the author. Make predictions. Apply prior knowledge to more fully understand a text. Recall facts.	

Lesson	Reading	Phonemic Awareness	Systematic Phonics & Spelling	Spelling Analysis
88	Reader 2 <i>Firefly – Nightlight With Wings</i>		Decode words that follow the rule <i>Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.</i>	running, sitting, earth, count, these
89	Workbook 89.2 The Farm		Decode words that follow the rule <i>Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.</i> Mark vowels that are saying their long sound with a macron. Mark vowels that are saying their short sound with a breve.	biggest, hottest, home, pointing, hearing
90	Workbook 90.3 What Am I?		Read the sounds, in order of frequency, of the multi-letter phonogram [oo]. Decode words with the multi-letter phonogram [oo].	soon, book, teeth, tooth, without
M&J B	Miles and Jax <i>Miles and Jax Go to the Playground</i>		Spelling game with words found in <i>Miles and Jax</i> and previously taught in Lessons 1-90.	
Assessment B				
91	Workbook 91.1 Read and Do	Change the initial sound to create a new word. Blend three- and four-syllable words from an auditory prompt.	Decode words that follow the rule <i>I and O may say /i/ and /ô/ when followed by two consonants.</i>	old, cold, cook, line, need
92	Reader 3 <i>Kids Can Do Great Things!</i>	Change the initial sound to create a new word.	Decode words that follow the rule <i>I and O may say /i/ and /ô/ when followed by two consonants.</i> Identify the reason a vowel is saying its long sound in a given word.	find, late, kind, teacher, farmer
93	Reader 3 <i>Kids Can Do Great Things!</i>	Blend two- and three-syllable words from an auditory prompt. Segment two- and three-syllable words into their individual sounds. Identify the final sound in a word.	Decode and encode words that follow the rule <i>To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.</i>	move, both, today, gold, now

SCOPE & SEQUENCE		
Vocabulary	Comprehension & Fluency	Composition, Grammar & Handwriting
Demonstrate an understanding of how the meaning of a word changes when the suffix -ing is added.	Reread a text. Relate the text to the reader's personal experience. Recall facts. Use the illustrations to further comprehension. Apply prior knowledge to more fully understand a text.	Copywork: Translate type into handwriting.
Demonstrate an understanding of how the meaning of a word changes when the suffix -est is added.	Order a sequence of events. Perform outside research to deepen comprehension of a text.	Dictation: Translate thoughts into writing.
	Read high-frequency words. Make inferences using textual clues. Identify keywords.	Write a list of keywords.
	Identify the title. Locate and use the table of contents. Recall facts. Make predictions. Identify how a character feels. Use the illustrations to further comprehension. Relate the text to the reader's personal experience. Identify how a character changes. Identify humor.	Capitalize the key words in a title. Create and label a map.
Assessment B		
	Follow written directions to perform a task. Pre-reading activity about skills.	Make a chart to brainstorm ideas. Orally compose original sentences.
Demonstrate an understanding of how the meaning of a word changes when the suffix -er is added.	Identify the title. Identify the author. Make predictions. Relate the text to the reader's personal experience. Retell a text. Form and express an opinion.	Make a chart to brainstorm ideas. Orally compose original sentences.
Demonstrate understanding of the meaning of singular and plural words.	Reread a text. Decode a two-syllable word independently and demonstrate understanding of its meaning. Recall facts. Use the illustrations to further comprehension. Locate and use captions to deepen comprehension of a text. Identify the setting on a map or globe. Use illustrations to identify the meaning of an unknown vocabulary word. Relate the text to the reader's personal experience. Make inferences using picture clues.	Copywork: Translate type into handwriting.

Lesson	Reading	Phonemic Awareness	Systematic Phonics & Spelling	Spelling Analysis
94	Workbook 94.4 Find It!		Read the sound of the multi-letter phonogram [kn]. Decode words with the multi-letter phonogram [kn]. Read the sounds, in order of frequency, of the multi-letter phonogram [es]. Decode words with the multi-letter phonogram [es]. Decode and encode words that follow the rule <i>To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.</i>	myself, dresses, know, floor, door
95			Read the sound of the multi-letter phonogram [gn]. Decode words with the multi-letter phonogram [gn]. Count the number of syllables in a word.	sign, those, school, moon, starting
M&J C	Miles and Jax <i>Miles and Jax Clean Up</i>		Spelling game with words found in <i>Miles and Jax</i> and previously taught in Lessons 1-95.	
Assessment C				
96	Workbook 96.2 Birds	Segment three- and four-syllable words into their individual sounds.	Mark vowels that are saying their long sound with a macron. Mark vowels that are saying their short sound with a breve. Decode two-syllable words that follow the rule <i>A E O U usually say their long sounds at the end of the syllable.</i>	over, beside, between, feather, going
97	Reader 4 <i>Ostriches</i>		Read the sound of the multi-letter phonogram [bu]. Decode words with the multi-letter phonogram [bu]. Count the number of syllables in a word. Decode two-syllable words that follow the rule <i>A E O U usually say their long sounds at the end of the syllable.</i> Identify the reason a vowel is saying its long sound in a given word.	open, buy, robot, other, front
98	Reader 4 <i>Ostriches</i>		Read the sounds, in order of frequency, of the multi-letter phonogram [gu]. Decode words with the multi-letter phonogram [gu]. Identify the reason a vowel is saying its long sound in a given word. Demonstrate an understanding that the schwa vowel sound is a lazy sound where the mouth does not open as far and that the sound is quieter and distorted. Identify a schwa sound in a given word. Decode two-syllable words with a schwa sound.	about, guide, above, before, afraid
99	Workbook 99.2 Barn Activity	Change the initial sound to create a new word.	Read the sound of the multi-letter phonogram [dge]. Decode words with the multi-letter phonogram [dge]. Identify the reason a vowel is saying its long sound in a given word.	bridge, pretend, real, more, around

SCOPE & SEQUENCE		
Vocabulary	Comprehension & Fluency	Composition, Grammar & Handwriting
Demonstrate understanding of the meaning of singular and plural words. Recognize that homophones are spelled in a different manner, sound the same, and have different meanings.	Decode a sentence independently and demonstrate understanding of its meaning. Perform outside research to deepen comprehension of a text.	Dictation: Translate thoughts into writing.
	Read high-frequency words.	Make a chart to brainstorm ideas. Write an original sentence. Capitalize the first word of a sentence. End a sentence with a period.
	Locate and use the table of contents. Identify a chapter title. Identify the problem in a story. Retell a text. Recall facts. Identify how a character feels. Relate the text to the reader's personal experience. Use the illustrations to further comprehension. Make inferences using textual clues. Make inferences using picture clues. Make predictions. Identify if the problem was resolved.	Capitalize the key words in a title. Write a to-do list.
Assessment C		
	Make inferences using textual clues.	Write a list of keywords.
	Identify the title. Make predictions. Recall facts.	
Demonstrate an understanding of how the meaning of a word changes when the suffix -est is added. Understand the actual sizes represented by measurements.	Recall facts. Retell a text.	Copywork: Translate type into handwriting.
	Follow written directions to perform a task. Perform outside research to deepen comprehension of a text.	Dictation: Translate thoughts into writing.

Lesson	Reading	Phonemic Awareness	Systematic Phonics & Spelling	Spelling Analysis
100			Read the sound of the multi-letter phonogram [ph]. Decode words with the multi-letter phonogram [ph].	again, phone, below, spell, our
M&J D	Miles and Jax <i>Miles and Jax Go Camping</i>		Spelling game with words found in <i>Miles and Jax</i> and previously taught in Lessons 1-100.	
Assessment D				
101	Workbook 101.3 Put it There!		Decode words that follow the rule <i>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/</i> . Count the number of syllables in a word.	center, look, circus, computer, camera
102	Reader 5 <i>Robots</i>		Read the sounds, in order of frequency, of the multi-letter phonogram [ei]. Decode words with the multi-letter phonogram [ei]. Decode words that follow the silent final E rule <i>The C says /s/ because of the E</i> . Identify the reason C is saying /k/ or /s/ in a given word. Decode words with an exception to the phonograms or spelling rules. Identify which parts of the word follow the rules, and identify the exception.	water, their, race, eat, bounce
103	Reader 5 <i>Robots</i>		Read the sounds, in order of frequency, of the multi-letter phonogram [ey]. Decode words with the multi-letter phonogram [ey]. Explain why the silent final E is needed in a given word.	face, they, reuse, group, return
104	Workbook 104.3 What Are They?		Read the sounds, in order of frequency, of the multi-letter phonogram [eigh]. Decode words with the multi-letter phonogram [eigh]. Decode words that follow the rule <i>G may soften to /j/ only when followed by E, I, or Y. Otherwise G says /g/</i> . Identify the reason G is saying /g/ or /j/ in a given word.	eight, replace, gem, sound, gym
105			Demonstrate an understanding that all syllables must have a vowel, and apply this knowledge by counting the number of vowels in a written word to count the number of syllables. Read the sound of the multi-letter phonogram [cei]. Decode words with the multi-letter phonogram [cei]. Decode words that follow the silent final E rule <i>The C says /s/ and the G says /j/ because of the E</i> .	even, large, ceiling, page, often
M&J E	Miles and Jax Master Planners <i>Miles and Jax Solve a Crime</i>		Spelling game with words found in <i>Miles and Jax – Master Planners</i> and previously taught in Lessons 1-105.	

SCOPE & SEQUENCE

Vocabulary	Comprehension & Fluency	Composition, Grammar & Handwriting
	Read high-frequency words.	Write a list of keywords.
	Locate and use the table of contents. Recall facts. Use the illustrations to further comprehension. Retell a text. Relate the text to the reader's personal experience. Identify how a character feels. Analyze the author's purpose for writing a text. (To inform, to entertain...) Form and express an opinion. Provide supporting reasons from the text to support an opinion.	Capitalize the key words in a title. Write a packing list.
Assessment D		
Demonstrate an understanding of how the meaning of a word changes when the suffix -ing is added.	Pre-reading activity about robots. Follow written directions to perform a task.	
Count the number of morphemes in a word.	Identify the title. Make predictions. Relate the text to the reader's personal experience. Form and express an opinion. Retell a text. Use morphemes to identify the meaning of an unknown vocabulary word.	
Demonstrate an understanding of how the meaning of a word changes when the prefix re- is added.	Recall facts. Use the illustrations to further comprehension. Identify unknown vocabulary which hinders full comprehension of the text.	Copywork: Translate type into handwriting.
	Identify keywords. Make inferences using textual clues. Perform outside research to deepen comprehension of a text. Pause for commas.	Write a list of keywords. Use commas in a series. Dictation: Translate thoughts into writing.
	Read high-frequency words.	Write a to-do list. Use commas in a series. Write an original sentence.
	Identify the title. Make predictions. Locate and use the table of contents. Identify a chapter title. Recall facts. Identify how a character feels. Make a prediction using the illustrations. Make predictions. Retell a text. Relate the text to the reader's personal experience.	Capitalize the key words in a title. Write a list of keywords.

Lesson	Reading	Phonemic Awareness	Systematic Phonics & Spelling	Spelling Analysis
Assessment E				
106	Workbook 106.2 Fred		Decode words that follow the silent final E rule <i>Every syllable must have a written vowel.</i>	apple, orange, little, together, food
107	Reader 6 <i>Dolphins</i>		Read the sounds, in order of frequency, of the multi-letter phonogram [ew]. Decode words with the multi-letter phonogram [ew]. Explain why the silent final E is needed in a given word. Decode two-syllable words that follow the rule <i>A E O U usually say their long sounds at the end of the syllable.</i> Decode two-syllable words with double consonants in the middle of the word. Identify open and closed syllables.	new, table, purple, letter, brown
108	Reader 6 <i>Dolphins</i>		Read the sound of the multi-letter phonogram [ui]. Decode words with the multi-letter phonogram [ui]. Decode words that follow the silent final E rule <i>Add an E to make the word look bigger.</i>	are, uncle, fruit, shape, huge
109	Workbook 109.2 Star	Identify the final sound in a word.	Decode words that follow the silent final E rule <i>Add an E to keep singular words that end in the letter -S from looking plural.</i>	horse, swimsuit, house, change, fisherman
110	Workbook 110.3 Mice		Read the sounds, in order of frequency, of the multi-letter phonogram [oe]. Decode words with the multi-letter phonogram [oe]. Decode words that have an unseen reason for a silent final E. Explain why the silent final E is needed in a given word.	come, some, were, mouse, toes
M&J F	Miles and Jax Master Planners <i>Miles and Jax Build a Treehouse</i>		Spelling game with words found in <i>Miles and Jax – Master Planners</i> and previously taught in Lessons 1-110.	
Assessment F				
111	Workbook 111.2 Reading Practice		Read the sounds, in order of frequency, of the multi-letter phonogram [ed]. Decode words with the multi-letter phonogram [ed]. Decode three-syllable words.	done, planted, pushed, called, tunnels

SCOPE & SEQUENCE		
Vocabulary	Comprehension & Fluency	Composition, Grammar & Handwriting
Assessment E		
	Decode a sentence independently and demonstrate understanding of its meaning. Identify paragraphs. Identify the main idea of a paragraph. Identify key details in a text.	
	Identify the title. Relate the text to the reader's personal experience. Retell a text.	
Demonstrate an understanding of how the meaning of a word changes when the prefix un- is added. Understand the actual sizes represented by measurements.	Reread a text. Identify the title. Identify paragraphs. Identify the main idea of a paragraph. Identify keywords. Recall facts. Relate the text to the reader's personal experience. Use context to identify the meaning of an unknown vocabulary word. Use morphemes to identify the meaning of an unknown vocabulary word. Use the illustrations to further comprehension.	Copywork: Translate type into handwriting.
	Reread a text. Identify paragraphs. Identify the main idea of a paragraph.	Dictation: Translate thoughts into writing.
	Read high-frequency words. Identify paragraphs. Identify keywords. Identify the narrator. Use the illustrations to further comprehension. Explain how illustrations relate to a text.	Write a list of keywords. Write a sentence from keywords.
	Locate and use the table of contents. Identify a chapter title. Make predictions. Test if a prediction was correct. Summarize a text. Relate the text to the reader's personal experience. Use the illustrations to further comprehension. Identify how a character feels. Recall facts. Identify the problem in a story. Identify how the problem was solved. Form and express an opinion. Provide supporting reasons from the text to support an opinion.	Capitalize the key words in a title. Design and label a treehouse.
Assessment F		
Demonstrate an understanding of how the meaning of a word changes when the suffix -ed is added.	Decode a three-syllable word independently and demonstrate understanding of its meaning. Pre-reading activity about Vietnam.	Identify descriptive words. Compose an original sentence using descriptive words.

Lesson	Reading	Phonemic Awareness	Systematic Phonics & Spelling	Spelling Analysis
112	Reader 7 <i>Ha Long Bay</i>		Read the sound of the multi-letter phonogram [aw]. Decode words with the multi-letter phonogram [aw].	missed, saw, draw, person, followed
113	Reader 7 <i>Ha Long Bay</i>		Decode words that follow the rule <i>Y says /ē/ only at the end of a multi-syllable word</i> . Count the number of syllables in a word.	city, invented, happy, area, instead
114	Workbook 114.2 <i>The Myth of Ha Long Bay</i>		Read the sound of the multi-letter phonogram [au]. Decode words with the multi-letter phonogram [au]. Decode words that follow the rule <i>Y says /ē/ only at the end of a multi-syllable word</i> .	baby, twelve, copy, because, story
115	Workbook 115.3 <i>Ball Game</i>		Read the sounds, in order of frequency, of the multi-letter phonogram [augh]. Decode words with the multi-letter phonogram [augh]. Decode words that follow the rule <i>Y says /ē/ only at the end of a multi-syllable word</i> .	laugh, many, taught, here, there
M&J G	Miles and Jax Master Planners <i>Miles and Jax Make a Surprise</i>		Spelling game with words found in <i>Miles and Jax – Master Planners</i> and previously taught in Lessons 1-115.	
Assessment G				
116	Workbook 116.4 <i>Gondola</i>		Read the sounds, in order of frequency, of the multi-letter phonogram [ie]. Decode words with the multi-letter phonogram [ie]. Decode words with a silent L.	fields, walking, talked, early, fullest
117	Reader 8 <i>Rickshaws</i>		Decode words with a silent L.	would, could, should, each, hold
118	Reader 8 <i>Rickshaws</i>		Read the sound of the multi-letter phonogram [ti]. Decode words with the multi-letter phonogram [ti].	better, action, station, away, across

SCOPE & SEQUENCE		
Vocabulary	Comprehension & Fluency	Composition, Grammar & Handwriting
Demonstrate an understanding of how the meaning of a word changes when the suffix -ed is added.	Identify the title. Recall facts. Use context to identify the meaning of an unknown vocabulary word. Identify non-English words in a text. Form and express an opinion. Retell a text.	Copywork: Translate type into handwriting.
Demonstrate an understanding of how the meaning of a word changes when the suffix -ed is added. Identify antonyms as words that are opposites. Identify words that are antonyms.	Reread a text. Use context to identify the meaning of an unknown vocabulary word. Identify the setting on a map or globe. Explain how illustrations relate to a text. Recall facts. Relate the text to the reader's personal experience. Use the illustrations to further comprehension. Discuss cultural differences and similarities. Form and express an opinion. Provide supporting reasons from the text to support an opinion.	Dictation: Translate thoughts into writing.
	Identify myths. Identify a text as fiction or non-fiction. Perform outside research to deepen comprehension of a text.	Use descriptive words. Write a list of keywords.
	Read high frequency words. Decode a sentence independently and demonstrate understanding of its meaning.	Create a travel brochure. Use descriptive words.
	Locate and use the table of contents. Make predictions. Make a prediction using the illustrations. Summarize a text. Make inferences. Recall facts. Identify humor. Read with expression. Test if a prediction was correct. Identify how a character feels. Relate the text to the reader's personal experience.	Capitalize the key words in a title. Write the steps to make applesauce.
Assessment G		
Demonstrate an understanding of how the meaning of a word changes when the prefix un- is added.	Pre-reading activity about transportation. Recall facts. Make inferences using textual clues. Identify keywords. Make inferences using picture clues.	Write a list of keywords.
Demonstrate an understanding of how the meaning of a word changes when the prefix un- is added.	Read high frequency words. Identify the title. Use context to identify the meaning of an unknown vocabulary word. Make predictions about the text using the title and cover. Recall facts.	Copywork: Translate type into handwriting.
	Reread a text. Recall facts. Identify the setting on a map or globe. Locate and use captions to deepen comprehension of a text. Retell a text.	Dictation: Translate thoughts into writing.

Lesson	Reading	Phonemic Awareness	Systematic Phonics & Spelling	Spelling Analysis
119	Workbook 119.2 The History of Bikes		Read the sounds, in order of frequency, of the multi-letter phonogram [si]. Decode words with the multi-letter phonogram [si]. Decode four-syllable words.	most, confusion, party, might, window
120	Workbook 120.1 Matching		Read the sound of the multi-letter phonogram [ci]. Decode words with the multi-letter phonogram [ci].	special, chicken, caution, never, country
M&J H	Miles and Jax Master Planners <i>Not a Mere Cat</i>		Spelling game with words found in <i>Miles and Jax – Master Planners</i> and previously taught in Lessons 1-120.	
Assessment H				

SCOPE & SEQUENCE		
Vocabulary	Comprehension & Fluency	Composition, Grammar & Handwriting
Count the number of morphemes in a word.	Use context to identify the meaning of an unknown vocabulary word. Recall facts. Relate the text to the reader's personal experience.	Write a list of keywords. Use descriptive words.
	Make inferences using textual clues. Identify keywords. Read high-frequency words.	Write a description.
	Locate and use the table of contents. Identify a chapter title. Make predictions. Use context to identify the meaning of an unknown vocabulary word. Summarize a text. Identify how a character feels. Use the illustrations to further comprehension. Make inferences using textual clues. Make inferences using picture clues. Recall facts. Use an internet search to look up the meaning of an unknown vocabulary word. Use a dictionary to look up the meaning of an unknown vocabulary word.	Perform internet research. Use multimedia resources to gather information. Take notes. Create a factual booklet.
Assessment H		

SCOPE & SEQUENCE				
	Reading	Spelling Rules	Grammar	Vocabulary
121	<i>Polar Opposites</i> by Erik Brooks		A sentence begins with a capital letter.	Antonyms The prefix ant-
122	Reader 1: <i>The Arctic and the Antarctic: Polar Opposites</i> by Denise Eide	Learn the advanced phonogram ce . Review the reasons for a silent final E.	A sentence ends with an end mark.	Fiction and nonfiction. Review antonyms.
123	<i>Are You My Mother?</i> by P.D. Eastman	Learn about suffixes.	Questions	Practice reading numbers.
124	<i>Are You My Mother?</i> by P.D. Eastman	Add suffixes to words.	Exclamations	Review antonyms.
125	Reader 2: <i>Baby Birds</i> by Denise Eide	Add suffixes to words.	Choose the correct punctuation for the end of sentences.	The suffixes -ty and -teen
Review Lesson A				
126	"What Will Little Bear Wear?" <i>Little Bear</i> by Else Holmelund Minarik	I and Y may say /i/ or /i/ at the end of a syllable.	Identify nouns that are people.	
127	"Birthday Soup," <i>Little Bear</i> by Else Holmelund Minarik	Learn the advanced phonogram mb . Form irregular plurals of words ending in O.	Identify nouns that are places.	
128	"Little Bear Goes to the Moon," <i>Little Bear</i> by Else Holmelund Minarik	Drop the silent final E when adding a vowel suffix.	Identify nouns that are things.	
129	"Little Bear's Wish," <i>Little Bear</i> by Else Holmelund Minarik	Drop the silent final E when adding a vowel suffix.	Nouns	

SCOPE & SEQUENCE			
Spelling	Fluency	Comprehension	Writing
mother, penguin, opposite, where, how, polar, morning, different		Text features: author & illustrator Make inferences, using picture clues. Story elements: main character Use outside sources: globe Draw connections to personal experiences.	Create a book of opposites.
alone, lone, one, twin, twice, two, twelve, twenty		Text features: title, subtitle, author, bold print, glossary Text structure: fiction vs. non-fiction Compare and contrast	Copywork
eleven, three, thirteen, thirty, four, fourteen, forty, hundred	Read questions with expression.	Text features: title Text structure: fiction vs. non-fiction, punctuation Story elements: main character, conflict	Dictation
five, fifteen, fifty, six, sixteen, sixty, seven, seventy	Re-read <i>Are You My Mother?</i> with a focus on reading with expression.	Read with expression: Questions and exclamations	Create a book of numbers.
eight, eighteen, eighty, nine, nineteen, ninety, zero, nothing	Read numbers fluently.	Text features: title, author, bold print, glossary Text structure: fiction vs. non-fiction Sequencing of key details.	Complete the book of numbers.
Review Lesson A			
title, friend, something, family, soup, waited, flew, goodness		Text features: title, author, illustrator, table of contents Story elements: characters, conflict Summarize key details.	Write a summary with support.
space, eye, climb, beautiful, carrots, potato, tomato, honey		Text features: table of contents Story elements: characters, conflict Recall key details.	Copywork
giant, quiet, go, goes, do, does, compare, asleep	Read questions with inflection.	Make predictions. Text features: title, table of contents Make inferences, using text evidence. Recall key details. Draw connections to personal experiences.	Dictation
very, along, comb, only, once, hair, princess, castle		Text features: table of contents Make inferences, using picture clues. Story elements: characters, conflict Identify the moral of the story. Draw connections to personal experiences.	Make a list.

	Reading	Spelling Rules	Grammar	Vocabulary
130	Reader 3: <i>Bears, Bears, and More Bears</i> by Denise Eide	Review adding a suffix to words ending in a silent final E.	Editing	
Review Lesson B				
131	<i>Should I Share My Ice Cream?</i> by Mo Willems	Read words with unstressed -OR.	Capitalize proper nouns that are specific people.	
132	<i>Go, Dog. Go!</i> by P.D. Eastman	Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.	Capitalize proper nouns that are specific places.	The suffix -able
133	Reader 4: <i>Carp: Unexpected Consequences</i> by Denise Eide	Learn the advanced phonograms eur and ae . Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.	Capitalize proper nouns that are specific things.	Learning academic vocabulary from context.
134	<i>A Fish Out of Water</i> by Helen Palmer	Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.	Review common and proper nouns.	Abbreviations
135	<i>A Fish Out of Water</i> by Helen Palmer Optional text in workbook: <i>How to Train a Goldfish</i> by Denise Eide	Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.	Editing	Abbreviations
Review Lesson C				
136	<i>The Best Nest</i> by P.D. Eastman	Recognize single-vowel Y.	Verbs	The prefix mis-

Spelling	Fluency	Comprehension	Writing
share, easy, super, nice, hour, maybe, wrong, any		Text structure: fiction vs. non-fiction Text features: captions, glossary Make inferences, using picture clues. Use outside sources: map, pictures Vocabulary: context clues, root: spect	Write captions for images.
Review Lesson B			
somewhere, ice, cream, flavor, color, live, problem, awesome	Read with expression.	Text structure: fiction vs. non-fiction Text features: speech bubbles, italic print, font size Make inferences, using picture clues. Read with expression. Draw conclusions, provide textual evidence. Story elements: characters, conflict Identify the moral of the story.	Write text in speech bubbles.
worry, father, why, who, lake, hurry, however, difference	Read with expression.	Text structure: fiction vs. non-fiction, repetition, rhythm Text features: table of contents Read with expression. Story elements: conflict Vocabulary: antonyms	Create a poster of antonyms.
radio, dirty, holding, solve, flower, police, amazing, bowl	Learn to use a pronunciation key.	Text structure: fiction vs. non-fiction Text features: title, subtitle, picture clues, bold print, pronunciation key, captions, glossary Compare and contrast. Vocabulary: context clues Draw real world connections.	Copywork
try, pool, yelled, please, bully, will, sponge, fireman		Text features: title Text structure: fiction vs. non-fiction Story elements: conflict Summarize key details Vocabulary: picture clues	Dictation
afternoon, forever, everywhere, another, broom, safe, haircut, wave		Story elements: conflict, resolution, characters Discuss author's word choice. Identify plays on words or hidden elements of humor within a story. Identify the moral of the story. Text structure: fiction vs. non-fiction	Brainstorming
Review Lesson C			
chimney, straws, gasp, pretty, sweater, build, barrel, mattress		Text structure: fiction vs. non-fiction Text features: table of contents Story elements: characters, conflict, resolution Identify the moral of the story. Discuss author's purpose. Draw connections to personal experiences.	Copywork

	Reading	Spelling Rules	Grammar	Vocabulary
137	Reader 5: <i>My Nest is Best!</i> by Miriam Eide	Single-vowel Y changes to I when adding any ending, unless the ending begins with I.	Verbs	
138	"The Haircuts" and "The Magic Trick," <i>Ling & Ting: Not Exactly the Same</i> by Grace Lin	Single-vowel Y changes to I when adding any ending, unless the ending begins with I.	Nouns and verbs	Synonyms
139	"Making Dumplings" and "Chopsticks," <i>Ling & Ting: Not Exactly the Same</i> by Grace Lin	Single-vowel Y changes to I when adding any ending, unless the ending begins with I.	Nouns and verbs	Synonyms
140	"The Library Book" and "Mixed Up," <i>Ling & Ting: Not Exactly the Same</i> by Grace Lin	Review how to add a suffix.	Editing	
Review Lesson D				
141	<i>Henry and Mudge: The First Book</i> by Cynthia Rylant, pages 5-17	The advanced phonograms gh and aigh Review plurals.	A sentences needs a subject and a verb.	
142	<i>Henry and Mudge: The First Book</i> by Cynthia Rylant, pages 18-40	Change the Y to I and add -ES.	Identify the subject and the verb.	Compound words with <i>any</i>
143	"Mr. Putter" and "Tabby," <i>Mr. Putter & Tabby Pour the Tea</i> by Cynthia Rylant & Arthur Howard	Change the Y to I and add -ES.	Simple sentences	

Spelling	Fluency	Comprehension	Writing
exactly, tight, messy, remember, wear, smooth, weave, search		Text features: title Make predictions. Vocabulary: context clues Draw real world connections. Application of knowledge	Dictation
money, magic, magician, taste, tricky, tie, decide, owl		Text features: title, subtitle, table of contents, chapter titles, page numbers Story elements: character traits Make predictions, using picture clues. Draw conclusions, provide textual evidence. Draw real world connections. Compare and contrast.	Create a Venn diagram.
dinner, breakfast, supper, fairy, tale, bought, sneeze, least		Text features: table of contents, chapter titles Recall key details. Make inferences, using picture clues. Use outside sources: online research. Workbook 139.3 "Old Chinese Money" Vocabulary: discuss comprehension strategies Compare and contrast.	Create a Venn diagram. Use a Venn diagram to describe characters.
brother, sister, parents, aunt, children, cousin, marry, heart		Text features: table of contents, chapter titles, page numbers Text structure: fiction vs. non-fiction Make predictions. Story elements: character traits, conflict, resolution Identify author's purpose. Draw real world connections. Compare and contrast.	Compare and contrast Ling and Ting using a Venn diagram.
Review Lesson D			
floppy, ghost, sorry, straight, told, curly, lemon, chocolate		Text features: title, subtitle, author, illustrator, table of contents, chapter titles, page numbers Story elements: conflict, resolution Compare and contrast multiple sources. Summarize.	Create a mind map to describe Mudge.
almost, evening, lose, tears, body, smell, vanilla, tornado		Story elements: character traits, conflict, resolution Draw connections to personal experiences.	Copywork
pour, muffin, company, second, delight, store, deaf, tea		Text features: title, author, illustrator, table of contents, chapter titles Make predictions. Story elements: conflict	Dictation

	Reading	Spelling Rules	Grammar	Vocabulary
144	"Mr. Putter and Tabby," <i>Mr. Putter & Tabby Pour the Tea</i> by Cynthia Rylant & Arthur Howard	Assimilation: SU sometimes says /shu/ or /zhu/. Practice plurals.	Simple sentences	
145	Reader 6: <i>Frog or Toad?</i> by Miriam Eide	The advanced phonograms eo and ge Review plurals.	Editing	
Review Lesson E				
146	"A List," <i>Frog and Toad Together</i> by Arnold Lobel	Stressed and unstressed syllables	Identify fragments.	Homophones: too and two
147	"The Garden," <i>Frog and Toad Together</i> by Arnold Lobel	Stressed and unstressed syllables	Fragments	Homophones: too and two
148	"Cookies," <i>Frog and Toad Together</i> by Arnold Lobel	Stressed and unstressed syllables	Fragments	Homophones: meat and meet
149	"Dragons and Giants," <i>Frog and Toad Together</i> by Arnold Lobel	Double the last consonant when adding a vowel suffix.	Fragments	Homophones: whole and hole
150	"The Dream," <i>Frog and Toad Together</i> by Arnold Lobel	Assimilation: TU sometimes says /chu/	Editing	Review homophones.
Review Lesson F				
151	Reader 7: <i>Many Kinds of Feet</i> by Denise Eide	Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.	Subject-verb agreement	

Spelling	Fluency	Comprehension	Writing
sugar, perfect, sure, among, swallowed, worm, cheese, poisonous		Make predictions. Story elements: conflict, resolution Compare and contrast multiple sources. Summarize.	Summarize <i>Mr. Putter & Tabby Pour the Tea</i> .
everything, began, begin, summer, people, tongue, rough, distance		Text features: title Text structure: fiction vs. non-fiction Make predictions. Recall key details. Compare and contrast.	Make a graphic organizer, sorting what is true about all frogs and what is unique about toads.
Review Lesson E			
piece, cloth, clothes, pocket, knock, ready, blew, connected		Text features: title, author, table of contents, font type Story elements: characters, conflict, resolution Make inferences.	Write a to-do list.
sharp, garden, quite, few, loudly, noise, frightened, candle		Text features: table of contents Story elements: characters, conflict, resolution Make predictions. Recall key details.	Copywork
cookie, baked, power, ladder, sadly, wonder, mountain, tremble		Text features: table of contents, chapter titles, page numbers Story elements: conflict, resolution Make predictions. Draw connections to personal experiences.	Dictation
brave, mirror, shout, shadow, spinning, screamed, bottom, closet		Text features: table of contents, chapter titles, page numbers Make predictions. Story elements: character traits, provide textual evidence	Use a graphic organizer to collect phrases that demonstrate that Frog and Toad felt afraid and were brave.
stage, costume, answer, presenting, piano, strange, dance, adventure		Text features: table of contents, chapter titles, page numbers Story elements: character traits, conflict Analyze author's craft: voice Identify the moral of the story. Read with expression. Recall key details. Draw connections to personal experiences.	Use emotion words to trace the emotional arc of the story.
Review Lesson F			
slipping, elephant, swoop, danger, balance, enemy, threaten, animal		Text features: title, bold print Text structure: fiction vs. non-fiction Make predictions, provide textual evidence. Make inferences. Vocabulary: context clues	Create a pattern book.

	Reading	Spelling Rules	Grammar	Vocabulary
152	Chapter 1, <i>Dodsworth in New York</i> by Tim Egan	The advanced phonogram e says /ā/. Practice the suffixing rules.	Subject-verb agreement	
153	Chapter 2, <i>Dodsworth in New York</i> by Tim Egan	Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.	Subject-verb agreement	Contractions
154	Chapter 3, <i>Dodsworth in New York</i> by Tim Egan	Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.	Commas in a series	Contractions
155	Chapter 4, <i>Dodsworth in New York</i> by Tim Egan		Editing	Contractions
Review Lesson G				
156	Reader 8: <i>Mouse and Mole</i> by Miriam Eide	Add a suffix to any word.	Adjectives	Review contractions.
157	"Clean and Tidy," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee	Add a suffix to any word.	Adjectives	The suffix -y
158	"The Invitations," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee	Spellings of /sh/	Nouns and adjectives	
159	"Kind, Good Neighbors," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee	Spellings of /sh/	Adjectives and nouns	
160	"The Boat," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee		Editing Adjectives and nouns	
Review Lesson H				

Spelling	Fluency	Comprehension	Writing
favorite, pedal, pancake, crazy, calm, grabbed, everybody, nobody		Text features: title, cover image, table of contents, chapter titles Make predictions. Text structure: fiction vs. non-fiction Story elements: character traits Make inferences, provide textual evidence.	Copywork
arrive, stare, breathe, believe, excitement, angry, worth, ocean		Text features: chapter titles Story elements: conflict, character traits Make inferences, provide textual evidence. Make predictions.	Dictation
grumble, amazed, square, island, view, fancy, stadium, statue		Story elements: conflict, character traits Make inferences, provide textual evidence. Recall key details.	Write simple sentences with picture prompts.
ticket, ruined, snore, farther, throw, wheel, half, appearance		Story elements: conflict, character development Make inferences, provide textual evidence Make predictions Draw connections to personal experiences.	Write about an adventure.
Review Lesson G			
ground, shook, hole, fetch, backyard, temperature, whiskers, continuously		Text features: title, bold print Text structure: fiction vs. non-fiction Make predictions. Recall key details. Vocabulary: in-, ex-	Write facts about mice and moles.
claws, neighbor, idea, tidy, twirl, dropped, paw, exclaimed		Text features: title, author, table of contents Text structure: fiction vs. non-fiction Story elements: conflict Identify the moral of the story. Figurative language: personification	Copywork
invite, invitation, celebrate, celebration, continue, occasion, stomach, squeak	Practice reading words with TI, CI, and SI.	Make predictions. Use prior knowledge. Story elements: conflict	Dictation Optional: write an invitation
picture, jacket, cover, zipped, dessert, button, nibble, wrapping	Practice reading words with TI, CI, and SI.	Story elements: conflict, resolution, character traits	Write a description of Mouse or Mole.
guess, scratched, paddle, disappear, decorate, behind, surprise, definitely		Story elements: conflict, resolution Draw connections to personal experiences. Evaluate text with a book review.	Write a book review.
Review Lesson H			