

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 /ā/. 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 /ū/ 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.	

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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

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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.

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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.

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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.

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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

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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.

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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.

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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				

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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		