

*The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.*

## Unit 1 (32–35 days)

|           | Phonics & Reading   | Grammar           | Spelling  | Writing  |
|-----------|---|-------------------|---|--|
| Lesson 1  | Sounds /p/, /k/, /g/, /n/, /l/<br>Spelled 'p'—'P', 'c'—'C',<br>'g'—'G', 'n'—'N', 'a'—'A'<br>Chaining: One-Syllable<br>Short Vowel Words |                   |   | Handwriting 'a' 'A' 'p' 'P'<br>'n' 'N' 'c' 'C' 'g' 'G': Letters<br>and Words   |
| Lesson 2  | Sounds /l/, /o/, /t/, /d/<br>Spelled 'i'—'I', 'o'—'O',<br>'t'—'T', 'd'—'D'*<br>Chaining: One-Syllable<br>Short Vowel Words              |                   |   | Handwriting 'i' 'I' 'o' 'O' 't'<br>'T' 'd' 'D': Letters<br>Word Writing: One-<br>Syllable Short Vowel CVC<br>Words (with Cues) |
| Lesson 3  | Tricky Words: <i>a, l</i><br>Sounds /e/, /u/<br>Spelled 'e', 'u'  | Identifying Nouns |   | Review: Handwriting—<br>Letters<br>Word Writing: One-<br>Syllable Short Vowel CVC<br>Words (with Cues)                         |
| Lesson 4  | Sounds /m/, /f/, /v/ Spelled<br>'m'—'M', 'f'—'F', 'v'—'V'*<br>Chaining: One-Syllable<br>Short Vowel Words                               |                   |   | Handwriting 'm' 'M' 'f' 'F'<br>'v' 'V': Letters<br>Phrase Writing: One-<br>Syllable Short Vowel<br>Words (with Cues)           |
| Lesson 5  | Sounds /s/, /z/, /h/ Spelled<br>'s'—'S', 'z'—'Z', 'h'—'H'<br>Tricky Words: <i>no, so, of</i><br>Practice Reading Phrases                |                   | Large Card Chaining:<br>One-Syllable Short<br>Vowel Words | Handwriting 's' 'S' 'z' 'Z'<br>'h' 'H': Letters and Words  |
| Lesson 6  | Word Recognition<br>Assessment<br>Partner Reading   |                   |   |  |
| Lesson 7  | Reading Assessment<br>Independent Reading   |                   |   | Vocabulary: Pictorial<br>Representations   |
| Lesson 8  | Reading Assessment<br>Independent Reading   |                   |   | Vocabulary: Pictorial<br>Representations   |
| Lesson 9  | Reading Assessment<br>Independent Reading   |                   |   | Vocabulary: Pictorial<br>Representations   |
| Lesson 10 | Reading Assessment<br>Independent Reading   |                   |   | Word Writing: Using<br>Letters to Make Words   |

|           | Phonics & Reading   | Grammar           | Spelling  | Writing   |
|-----------|---|-------------------|---|---|
| Lesson 11 | Sister Sounds /s/ and /z/, /f/ and /v/*<br>Tricky Words: <i>is, to</i>  |                   | Chaining: One-Syllable Short Vowel Words              | Review: Handwriting— Letters and Words  |
| Lesson 12 | Sounds /b/, /l/, /r/ Spelled 'b'—'B', 'l'—'L', 'r'—'R'  |                   | Chaining: One-Syllable Short Vowel Words              | Handwriting 'b' 'B' 'l' 'L' 'r' 'R': Letters and Words<br>Word Writing: One-Syllable Short Vowel CVC and CVCC Words (with Cues) |
| Lesson 13 | Sounds /w/, /e/, /u/<br>Spelled 'w'—'W', 'e'—'E', 'u'—'U'<br>Tricky Words: <i>all, some*</i>  |                   | Chaining: One-Syllable Short Vowel Words              | Handwriting 'w' 'W' 'e' 'E' 'u' 'U': Letters<br>Word Writing: Tricky Words (with Cues)  |
| Lesson 14 | Tricky Words: <i>from, word</i><br>Reading Phrases  | Identifying Nouns |   | Review: Handwriting— Letters and Words  |
| Lesson 15 | Sounds /j/, /y/ Spelled 'j'—'J', 'y'—'Y'<br>Tricky Words: <i>are, have, were*</i><br>Reading Phrases                                |                   | Chaining: One-Syllable Short Vowel Words              | Handwriting 'j' 'J' 'y' 'Y': Letters and Words  |
| Lesson 16 | Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K'<br>Chaining: One-Syllable Short Vowel Words <sup>†</sup><br>Tricky Words: <i>one, once</i> |                   | Chaining: One-Syllable Short Vowel Words <sup>†</sup> | Handwriting 'x' 'X' 'k' 'K': Letters and Words  |
| Lesson 17 | Sounds /ch/, /sh/ Spelled 'ch', 'sh'<br>Chaining: One-Syllable Short Vowel Words<br>Tricky Words: <i>do, two*</i>                   | Identifying Nouns |   | Handwriting 'ch' 'sh': Letters and Words  |
| Lesson 18 | Sister Sounds /th/ and /th/*<br>Chaining: One-Syllable Short Vowel Words<br>Practice Reading Phrases and Sentences                  |                   |   | Handwriting 'th': Letters and Words   |
| Lesson 19 | Tricky Words: <i>the, who</i><br>Demonstration Story<br>Partner Reading<br>Reading Comprehension: Multiple Choice                   |                   |   | Response to Text: Sentences   |

|           | Phonics & Reading  | Grammar                                    | Spelling                                  | Writing   |
|-----------|--|--|---|---|
| Lesson 20 | Sounds /ng/, /qu/ Spelled 'ng', 'qu' <sup>*</sup><br>Tricky Words: <i>said, says</i><br>Demonstration Story<br>Partner Reading<br>Reading Comprehension: Multiple Choice     |  |   | Handwriting 'ng' 'qu': Letters and Words<br>Response to Text: Sentences               |
| Lesson 21 | Review: Vowel Sounds<br>Demonstration Story<br>Partner Reading<br>Reading Comprehension: Multiple Choice   |  |   | Response to Text: Sentences   |
| Lesson 22 | Review: Consonant and Vowel Sounds<br>Small Group Reading <sup>*</sup>   | Identifying Nouns                          |   |   |
| Lesson 23 | Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'ss'<br>Small Group Reading <sup>*</sup><br>Reading Comprehension: Multiple Choice |  |   | Response to Text: Sentences   |
| Lesson 24 | Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'<br>Sound /k/ Spelled 'c', 'ck', 'k', 'cc'   |  |   | Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues) |
| Lesson 25 | Sister Sounds /s/ and /z/<br>Tricky Words: <i>was, when, why</i><br><sup>*</sup>   |  |   |   |
| Lesson 26 | Demonstration Story<br>Small Group Reading<br>Reading Comprehension: Multiple Choice   | Identifying Nouns <sup>*</sup>             |   | Response to Text: Sentences   |
| Lesson 27 | Tricky Words: <i>where, what, which</i>  | Review: Question Mark                      |   |   |
| Lesson 28 | Partner Reading<br>Review: Tricky Words<br><sup>*</sup>  |  |   | Response to Text: Sentences   |
| Lesson 29 | Tricky Words: <i>here, there</i>   | Identifying Nouns<br>Review: Question Mark | Dictation: One-Syllable Short Vowel Words |   |

|                      | Phonics & Reading  | Grammar | Spelling   | Writing  |
|----------------------|--|---------|--|--|
| <b>Lesson 30</b>     | Review: Letter Names<br>Demonstration Story<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice<br>*                               |         | Dictation: One-Syllable<br>Short Vowel Words with<br>Double-Letter Spellings | Response to Text:<br>Sentences   |
| <b>Lesson 31</b>     | Review: Tricky Words<br>Partner Reading  |         |  | Response to Text:<br>Sentences   |
| <b>Lesson 32</b>     | Review: Tricky Words<br>Partner Reading*<br>Reading Comprehension:<br>Multiple Choice  |         |  | Response to Text:<br>Sentences   |
| <b>Pausing Point</b> | Review: Sound Spelling,<br>Tricky Words, Alphabet<br>Partner Reading*<br>Practice Reading<br>Phrases*<br>Reading Comprehension:<br>Multiple Choice |         | Chaining<br>Dictation  | Review: Handwriting—<br>Letters<br>Word and Phrase Writing:<br>One-Syllable Short Vowel<br>Words (with Cues)<br>Response to Text:<br>Sentences |

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† Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

Unit 2 (19–22 days)

|          | Phonics & Reading   | Grammar                  | Spelling   | Writing  |
|----------|---|--------------------------|--|--|
| Lesson 1 | Vowel Digraph 'ee'*<br>Demonstration Story<br>Reading Comprehension:<br>Multiple Choice   |                          |  | Handwriting 'ee': Letters<br>and Words<br>Response to Text:<br>Sentences                           |
| Lesson 2 | Chaining: One-Syllable<br>Long Vowel Words<br>Tricky Words: <i>he, she, be,</i><br><i>me, we</i><br>Demonstration Story*<br>Reading Comprehension:<br>Multiple Choice | Identifying Proper Nouns |  | Response to Text:<br>Sentences   |
| Lesson 3 | Vowel Digraph 'a_e'<br>Small Group Reading*   |                          | Dictation: One-Syllable<br>Words with Long Vowel<br>Digraphs | Word Writing: One-<br>Syllable Words with Long<br>Vowel Digraphs                                   |
| Lesson 4 | Review: Vowel Digraphs<br>Demonstration Story<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice   |                          | Chaining: One-Syllable<br>Long Vowel Words                   | Response to Text:<br>Sentences, Pictorial<br>Representation  |
| Lesson 5 | Tricky Words: <i>they, their</i> *<br>Whole Group Reading<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice   |                          | Chaining: One-Syllable<br>Long Vowel Words                   | Response to Text:<br>Sentences   |
| Lesson 6 | Vowel Digraph 'i_e'<br>Partner Reading<br>*   |                          | Dictation: One-Syllable<br>Words with Long Vowel<br>Digraphs | Word Writing: One-<br>Syllable Words with Long<br>Vowel Digraphs<br>Response to Text:<br>Sentences |
| Lesson 7 | Review: Tricky Words<br>Demonstration Story<br>Small Group Reading*<br>Reading Comprehension:<br>Multiple Choice  |                          |  | Response to Text:<br>Sentences   |

|           | Phonics & Reading   | Grammar                   | Spelling  | Writing  |
|-----------|---|---------------------------|---|--|
| Lesson 8  | Vowel Digraph 'o_e'<br>*  |                           | Chaining: One-Syllable Long Vowel Words<br>Dictation: One-Syllable Words with Long Vowel Digraphs | Word Writing: One-Syllable Words with Long Vowel Digraphs<br>Handwriting 'o_e': Words    |
| Lesson 9  | Small Group Reading   | Identifying Nouns         | Chaining: One-Syllable Long Vowel Words   |  |
| Lesson 10 | Tricky Words: <i>my, by</i><br>Demonstration Story<br>Small Group Reading<br>Reading Comprehension: Multiple Choice         |                           |   | Response to Text: Sentences<br>*   |
| Lesson 11 | Review: Tricky Words<br>Partner Reading<br>Reading Comprehension: Multiple Choice<br>*                                      | Identifying Nouns         | Chaining: One-Syllable Long Vowel Words   | Word Writing: One-Syllable Words with Long Vowel Digraphs<br>Response to Text: Sentences |
| Lesson 12 | Vowel Digraph 'u_e'<br>Demonstration Story*   |                           | Dictation: One-Syllable Words with Long Vowel Digraphs  | Word Writing: One-Syllable Words with Long Vowel Digraphs<br>Response to Text: Sentences |
| Lesson 13 | Partner Reading<br>Reading Comprehension: Multiple Choice<br>*  |                           | Dictation: One-Syllable Words with Long Vowel Digraphs  | Word Writing: One-Syllable Words with Long Vowel Digraphs<br>Response to Text: Sentences |
| Lesson 14 | Tricky Words: <i>you, your</i><br>Small Group Reading   |                           |   |  |
| Lesson 15 | Review: Tricky Words<br>Demonstration Story*<br>Review: Sound Spelling  | Review: Identifying Nouns |   |  |
| Lesson 16 | Small Group Reading<br>Review: Sound Spelling, Tricky Words   | Review: Identifying Nouns |   |  |
| Lesson 17 | Partner Reading<br>Reading Comprehension: Multiple Choice<br>Reading: Wiggle Cards<br>Review: Sound Spelling, Tricky Words* | Review: Identifying Nouns |   | Response to Text: Sentence, Pictorial Representation                                     |
| Lesson 18 | Word Recognition Assessment<br>Reading: Wiggle Cards  |                           |   |  |

|                      | Phonics & Reading   | Grammar                       | Spelling   | Writing   |
|----------------------|---|-------------------------------|--|---|
| <b>Lesson 19</b>     | Small Group Reading   | Assessment: Identifying Nouns |  |   |
| <b>Pausing Point</b> | Review: Sound Spelling, Tricky Words*<br>Partner Reading*<br>Reading Comprehension: Multiple Choice | Review: Identifying Nouns     | Chaining: One-Syllable Words<br>Dictation: One-Syllable Words with Long Vowel Digraphs | Review: Handwriting—Words with Vowel Digraphs, Tricky Words<br>Word Writing: One-Syllable Words with Long Vowel Digraphs (with Cues)<br>Response to Text: Sentences, Pictorial Representation |

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## Unit 3 (19–22 days)

|           | Phonics & Reading  | Grammar           | Spelling  | Writing   |
|-----------|--|-------------------|---|---|
| Lesson 1  | Sound /oo/ Spelled 'oo'<br>Whole Group Reading<br>Reading Comprehension:<br>Multiple Choice (with<br>Citation)                 |                   | Spelling Words<br>Introduction: <i>same,</i><br><i>green, stone, line, make,</i><br><i>hide, seed, they*</i>              | Handwriting 'oo': Letters<br>and Words<br>Response to Text:<br>Sentences (with Citation)        |
| Lesson 2  | Tricky Word <i>because</i><br>*  |                   | Dictation: One-Syllable<br>Words  | Planning a Fictional<br>Narrative<br>Response to Text   |
| Lesson 3  | Review: Sound /oo/<br>Partner Reading  |                   |   | Drafting a Fictional<br>Narrative   |
| Lesson 4  | Small Group Reading<br>Reading Comprehension:<br>Multiple Choice (with<br>Citation)  |                   |   | Editing a Fictional<br>Narrative<br>Response to Text:<br>Sentences (with Citation)              |
| Lesson 5  | Review: Tricky Words<br>Sound /oo/ Spelled 'oo'<br>*   |                   | Spelling Assessment   | Handwriting 'oo': Letters<br>and Words  |
| Lesson 6  | Small Group Reading<br>Reading Comprehension:<br>Multiple Choice (with<br>Citation)  |                   | Spelling Words<br>Introduction: <i>frog, moth,</i><br><i>quote, wood, took,</i><br><i>spoon, tooth, why*</i>              | Planning and Drafting a<br>Book Report<br>Response to Text:<br>Sentences (with Citation)        |
| Lesson 7  | Tricky Spelling 'oo'*<br>Tricky Words: <i>could,</i><br><i>should, would</i>   |                   |   | Editing a Book Report<br>Word Writing: One-<br>Syllable 'oo' Words (with<br>Cues)               |
| Lesson 8  | Small Group Reading  | Identifying Verbs |   | Publishing a Book Report<br>Word Writing: One-<br>Syllable Words (with<br>Cues)                 |
| Lesson 9  | Sound /ou/ Spelled 'ou'<br>Small Group Reading   |                   |   | Handwriting 'ou': Letters<br>and Words  |
| Lesson 10 | Tricky Word <i>down</i><br>Chaining: One-Syllable<br>Words<br>Whole Group Reading*   | Identifying Verbs | Spelling Assessment   | Word Writing: One-<br>Syllable Words (with<br>Cues)<br>Vocabulary: Pictorial<br>Representations |
| Lesson 11 | Chaining: One-Syllable<br>Words<br>Reading: Wiggle Cards<br>Review: Tricky Words<br>Reading Comprehension:<br>Yes/No Questions |                   | Spelling Words<br>Introduction: <i>brook,</i><br><i>stood, booth, room,</i><br><i>south, proud, shout,</i><br><i>down</i> | Word Writing: One-<br>Syllable Words (with<br>Cues)   |



|                      | Phonics & Reading   | Grammar                                      | Spelling  | Writing  |
|----------------------|---|--|---|--|
| <b>Lesson 12</b>     | Sound /oi/ Spelled 'oi' <sup>*</sup><br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation)  |  |   | Handwriting 'oi': Letters and Words<br>Response to Text: Sentences, Pictorial Representation (with Citation)   |
| <b>Lesson 13</b>     | Review: Sounds<br>Small Group Reading   | Identifying Past- and Present-Tense Verbs    | Chaining: One-Syllable Words  |  |
| <b>Lesson 14</b>     | Small Group Reading   |  | Chaining: One-Syllable Words  | Word Writing: One-Syllable Words   |
| <b>Lesson 15</b>     | Sound /aw/ Spelled 'aw'<br>Reading: Wiggle Cards  |  | Spelling Assessment   | Handwriting 'aw': Letters and Sounds   |
| <b>Lesson 16</b>     | Review: Tricky Words*<br>Whole Group Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation)   | Identifying Present- and Past-Tense Verbs    |   | Response to Text: Pictorial Representation   |
| <b>Lesson 17</b>     | Small Group/Partner Reading*  |  | Chaining: One-Syllable Words  | Word Writing: One-Syllable Words   |
| <b>Lesson 18</b>     | Review: Tricky Words<br>Chaining: One-Syllable Words<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation)  |  |   | Word Writing: One-Syllable Words<br>Response to Text: Sentences, Pictorial Representation (with Citation)  |
| <b>Lesson 19</b>     | Word Recognition Assessment<br>Reading: Wiggle Cards<br>Story Comprehension Assessment  |  |   | Story Comprehension Assessment   |
| <b>Pausing Point</b> | Review: Sound Spelling, Tricky Words, Words with Vowel Digraphs<br>Practice Reading Phrases and Sentences<br>Partner Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation) | Review: Identifying Verbs, Identifying Nouns | Chaining: One-Syllable Words<br>Dictation: One-Syllable Words, Phrases, and Sentences | Word Writing: One-Syllable Words, Tricky Words (with Cues)<br>Review: Handwriting—Words with Double-Letter Consonant Sounds<br>Response to Text: Sentences, Pictorial Representation (with Citation) |

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Unit 4 (28–31 days)

|          | Phonics & Reading  | Grammar                     | Spelling  | Writing   |
|----------|--|-----------------------------|---|---|
| Lesson 1 | Sound /er/ Spelled 'er'  |                             | Spelling Words<br>Introduction: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> |   |
| Lesson 2 | Review: Sound /er/<br>Speller 'er'*<br>Whole Group Reading   | Contractions                |   | Word Writing: One-Syllable Words (with Cues)  |
| Lesson 3 | Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)<br>Vowel Digraph Spellings | Contractions                |   | Handwriting 'er': Letters and Words<br>Word Writing: One-Syllable Words (with Cues)<br>Response to Text: Sentences            |
| Lesson 4 | Medial Sounds<br>Sound /ar/ Spelled 'ar'*<br>Whole Group Reading   |                             |   | Handwriting 'ar': Letters and Words   |
| Lesson 5 | Review: Medial Sounds<br>Small Group Reading*<br>Reading Comprehension: Multiple Choice (with Citation)  |                             | Spelling Assessment<br>Dictation: One-Syllable Words with /er/ and /ar/                               | Word Writing: One-Syllable Words with /er/ and /ar/<br>Response to Text: Sentences (with Citation)                            |
| Lesson 6 | Reading: Wiggle Cards  | Contractions                | Spelling Words<br>Introduction: <i>sharp, fern, start, spoil, verb, shark, crawl, because*</i>        | Word Writing: One-Syllable Words (with Cues)  |
| Lesson 7 | Minimal Pairs<br>Reading: Wiggle Cards<br>Sound /or/ Spelled 'or'<br>*                                   |                             | Two-Syllable Words  | Handwriting 'or': Letters and Words<br>*  |
| Lesson 8 | Two-Syllable Words<br>Tricky Words: <i>yesterday, today, tomorrow</i><br>Small Group Reading*            |                             | Dictation: Tricky Words   | Word Writing: Tricky Words  |
| Lesson 9 | Two-Syllable Words<br>Small Group Reading<br>Reading Comprehension: Multiple Choice                      | Identifying Nouns and Verbs | Dictation: One-Syllable Words with Digraph<br>Vowel Sounds or an <i>r</i> -Controlled Syllable        | Word Writing: One-Syllable Words with Digraph Vowel Sounds or an <i>r</i> -Controlled Syllable<br>Response to Text: Sentences |

|           | Phonics & Reading   | Grammar                                     | Spelling  | Writing   |
|-----------|---|---|---|---|
| Lesson 10 | Chaining: Two-Syllable Words<br>Whole Group Reading*<br>Reading Comprehension: Multiple Choice  |   | Spelling Assessment   | Response to Text: Sentences   |
| Lesson 11 | Chaining with Two-Syllable Words<br>Reading: Wiggle Cards *   |   | Spelling Words<br>Introduction: <i>barking, carpet, zipper, perfume, border, morning, forest, today*</i><br>Dictation: Two-Syllable Words (with Cues) | Word Writing: Two-Syllable Words (with Cues)  |
| Lesson 12 | Reading: Wiggle Cards<br>Small Group Reading*<br>Reading Comprehension: Multiple Choice (with Citation)   | Verb Identification: Present and Past Tense |   | Sentence Writing (with Cues)<br>Response to Text: Fill-in-the-Blank, Sentence           |
| Lesson 13 | Small Group Reading *   | Past, Present, and Future Verb Tenses       |   | Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)                                |
| Lesson 14 | Clapping and Reading Two-Syllable Words<br>Review: Vowel Sounds<br>Reading: Wiggle Cards<br>Small Group Reading<br>Reading Comprehension: Multiple Choice |   |   | Word Writing: One- and Two-Syllable Words (with Cues)<br>Response to Text: Sentences    |
| Lesson 15 | Partner Reading   |   | Spelling Assessment<br>Chaining: One-Syllable Words   | Response to Text: Sentences   |
| Lesson 16 | Whole Group Reading   | Verb Identification                         | Spelling Words<br>Introduction: <i>sounded, lifted, pointed, parked, waved, grinned, tripped, have*</i>   | Response to Text: Sentences   |
| Lesson 17 | Small Group Reading   | Identifying Nouns, Adjectives and Verbs     |   | *   |
| Lesson 18 | Chaining: Two-Syllable Words with Endings – <i>-ness</i> and <i>-less</i> *   | Using Adjectives                            | Chaining: One-Syllable Words <sup>†</sup>   |   |
| Lesson 19 | Partner Reading   | Past-Tense Verbs                            |   | Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)<br>Response to Text: Sentences |

|               | Phonics & Reading  | Grammar  | Spelling  | Writing  |
|---------------|--|--|---|--|
| Lesson 20     | Review: Sounds /ar/ , /or/ , and /er/  |  | Spelling Assessment   | Descriptive Writing: Planning<br>Word Writing: Two-Syllable Words (with Cues)  |
| Lesson 21     | Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)  |  |   | Descriptive Writing: Drafting*<br>Response to Text: Sentences  |
| Lesson 22     | *<br>Identify Adjectives   | Past-Tense Marker <i>-ed</i>   |   | Descriptive Writing: Planning and Research Using Informational Text<br>Word Writing: Two-Syllable, Past-Tense Verbs                      |
| Lesson 23     | Small Group Reading<br>*   |  |   | Descriptive Writing: Drafting  |
| Lesson 24     | Review: Word Reading   |  |   | Descriptive Writing: Editing<br>Word Writing: Two-Syllable, Compound Words (with Cues)   |
| Lesson 25     | Small Group Reading  | Grammar Assessment   | Dictation Assessment  | Dictation Assessment<br>Descriptive Writing: Review  |
| Lesson 26     | Reading Comprehension Assessment<br>Word Reading in Isolation Assessment   |  |   |  |
| Lesson 27     | Reading Comprehension Assessment<br>Word Reading in Isolation Assessment   |  |   |  |
| Lesson 28     | Reading Comprehension Assessment<br>Word Reading in Isolation Assessment   |  |   |  |
| Pausing Point | Review: Recognizing and Isolating Sounds, Tricky Words, Minimal Pairs<br>Reading Phrases and Sentences<br>Reading Decodable Stories* | Identifying Verbs and Adjectives in Phrases/Sentences<br>Understanding Past, Present, and Future Tense | Dictation: One-Syllable Words<br>Chaining: One-Syllable Words | Review: Handwriting—Letters and Words<br>Word Writing: One- and Two-Syllable Words (with Cues)<br>Response to Text: Sentences, Paragraph |

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Unit 5 (22–25 days)\*

|          | Phonics & Reading  | Grammar                                | Spelling   | Writing   |
|----------|--|--|--|---|
| Lesson 1 | Spelling Alternatives 'p' and 'pp' for /p/   | Plural Nouns<br>Root Words             | Spelling Words<br>Introduction: <i>horn, porch, short, park, barns, herd, verb, said</i>   | Word Writing: One-Syllable Singular and Plural Nouns (with Cues); Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings                        |
| Lesson 2 | Tricky Word <i>how</i><br>Whole Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)                          | Plural Nouns                           |  | Word Writing: One-Syllable Singular and Plural Nouns (with Cues)<br>Response to Text: Sentences (with Citation)                                     |
| Lesson 3 | Spelling Alternatives 'b' and 'bb' for /b/   | Statements and Questions               |  | Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings (with Cues)<br>Handwriting '?' ': Marks and Sentences<br>*                 |
| Lesson 4 | Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/<br>Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation) |  |  | Response to Text: Sentences (with Citation)<br>*  |
| Lesson 5 | Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/  | Root Words<br>Statements and Questions | Spelling Assessment  | Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings (with Cues)<br>Sentence Writing: Correcting Punctuation and Capitalization |
| Lesson 6 | Spelling Alternatives 'ch' and 'tch' for /ch/<br>Small Group Reading   |  | Spelling Words<br>Introduction: <i>chips, much, catch, fetch, marsh, shine, flash, how</i> | Word Writing: One- and Two-Syllable Words (with Cues)   |
| Lesson 7 | Spelling Alternatives 'g' and 'gg' for /g/<br>Partner Reading<br>Reading Comprehension: Multiple Choice (with Citation)<br>*     | Statements and Questions               |  | Sentence Writing: Correcting Punctuation and Capitalization<br>Response to Image<br>Response to Text: Sentences, Pictorial Representation           |
| Lesson 8 | Spelling Alternatives 'j' 'g' 'ge' for /j/<br>Partner Reading*<br>Reading Comprehension: Multiple Choice                         |  |  | Response to Text: Sentences, Pictorial Representation   |

|           | Phonics & Reading   | Grammar                                 | Spelling   | Writing  |
|-----------|---|---|--|--|
| Lesson 9  | Tricky Spelling 'g' for /g/ and /j/<br>Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)  | Review: Plural Nouns*                   |  | Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues)<br>Response to Text: Sentences (with Citation)   |
| Lesson 10 | Review: Sound Spelling<br>Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)   |   | Spelling Assessment  | Response to Text: Paragraph  |
| Lesson 11 | Spelling Alternatives 't' 'tt' 'ed' for /t/<br>*  | Statements, Questions, and Exclamations | Spelling Words<br>Introduction: <i>jumping, jars, germ, gem, charged, fringe, magic, your*</i> | Word Writing: One- and Two-Syllable Words with 't', 'tt', or 'ed' > /t/ (with Cues)<br>Handwriting '! ' ? ' . :': Marks and Sentences  |
| Lesson 12 | Review: Sister Sounds<br>Spelling Alternatives 'd' 'dd' 'ed' for /d/<br>Tricky Word ( <i>stage</i> ) <i>coach</i><br>Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)<br>* |   |  | Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues)<br>Response to Text: Sentences (with Citation)  |
| Lesson 13 | Spelling Alternatives 'f' 'ff' for /f/<br>Small Group Reading   | Statements, Questions, and Exclamations |  | Word Writing: One- and Two-Syllable Words (with Cues)<br>Handwriting '! ' ? ' . :': Marks and Sentences<br>Response to Text: Fill-in-the-Blank, Sentence, Pictorial Representation (with Citation) |
| Lesson 14 | Spelling Alternatives 'v' 've' for /v/<br>Tricky Word <i>picture</i><br>Small Group Reading*<br>Reading Comprehension: Multiple Choice (with Citation)  | Statements, Questions, and Exclamations |  | Word Writing- One- and Two-Syllable Words (with Cues)<br>Response to Text: Sentence (with Citation)  |
| Lesson 15 | Partner Reading   |   | Spelling Assessment  | Introduction to Opinion Writing  |

|               | Phonics & Reading  | Grammar   | Spelling  | Writing  |
|---------------|--|---|---|--|
| Lesson 16     | Spelling Alternatives 'r' 'rr' 'wr' for /r/  |   | Spelling Words<br>Introduction: <i>trucker, kitten, parked, duck, add, planned, offer, was*</i> | Word Writing: One- and Two-Syllable Words with 'r', 'rr', 'wr' > /r/ (with Cues)<br>Writing an Opinion Paragraph (Whole Group)   |
| Lesson 17     | Reading: Wiggle Cards<br>Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)   |   |   | Writing and Opinion Paragraph (Independent)<br>Response to Text: Sentences (with Citation)<br>*  |
| Lesson 18     | *  | Sentence Building   |   | Editing an Opinion Paragraph   |
| Lesson 19     | Spelling Alternatives 'l' 'll' for /l/<br>Partner Reading  |   |   | Word Writing: One-Syllable Words with 'l', 'll' > /l/ (with Cues)  |
| Lesson 20     | Reading: Wiggle Cards<br>Review: Tricky Words<br>Partner Reading*  | Review: Adjectives  | Spelling Assessment   | Response to Text: Sentences (with Citation)  |
| Lesson 21     | Review: Two-Syllable Words<br>Partner Reading<br>Reading Comprehension: Multiple Choice (with Citation)<br>*   |   |   | Word Writing: Two-Syllable Words (with Cues)<br>Response to Text: Sentences (with Citation)  |
| Lesson 22     | Word Recognition Assessment<br>Partner Reading<br>Reading Comprehension: Multiple Choice (with Citation)   | Grammar Assessment  |   | Response to Text<br>Response to Text: Sentences (with Citation)  |
| Pausing Point | Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings<br>Partner Reading*<br>Reading Comprehension: Multiple Choice (with Citation) | Review: Statements, Questions, and Exclamations; Building Sentences | Chaining: One- and Two-Syllable Words<br>Dictation: One- and Two-Syllable Words                 | Review: Handwriting—Letters and Words<br>Word Writing: One- and Two-Syllable Words (with Cues)<br>Sentence Writing (with Cues)<br>Response to Text: Sentences, Friendly Letter (with Citation) |

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Unit 6 (25–28 days)\*

|           | Phonics & Reading  | Grammar                               | Spelling  | Writing   |
|-----------|--|---------------------------------------|---|---|
| Lesson 1  | Spelling Alternative 'c' for /s/   |                                       | Spelling Words<br>Introduction: <i>swimming, rotten, hidden, batter, shredded, popping, nodded, their</i> | Introduction to Personal Narratives   |
| Lesson 2  | Tricky Spelling 'c' for /s/ and /k/  |                                       |   | Planning a Personal Narrative (Whole Group)*<br>Word Writing: One- and Two-Syllable Word with 'c' > /k/ or /s/ (with Cues)        |
| Lesson 3  | Review: Tricky Spelling 'c'  |                                       |   | Writing a Personal Narrative (Whole Group)  |
| Lesson 4  | Spelling Alternatives 'ce' 'se' for /s/  |                                       |   | Planning and Writing a Personal Narrative (Individual)<br>Word Writing: One-Syllable Words with 'ce' or 'se' > /s/ (with Cues)    |
| Lesson 5  |  |                                       | Spelling Assessment   | Editing and Publishing a Personal Narrative   |
| Lesson 6  | Review: Tricky Spelling 'c', Spelling Alternatives for /s/<br>Whole Group Reading<br>Reading Comprehension (with Citation) |                                       | Spelling Words<br>Introduction: <i>sun, kiss, cent, prince, jazz, pigs, zip, here</i> *                   | Response to Text: Sentence (with Citation)  |
| Lesson 7  | Small Group Reading*   | Adjectives, Prepositions and Pronouns |   | Word Writing: Pronouns  |
| Lesson 8  | Review: Tricky Spelling 'g', Spelling Alternatives for /j/<br>Small Group Reading  |                                       |   | Response to Text: Sentences (with Citation)   |
| Lesson 9  | Small Group Reading  | Nouns and Pronouns                    |   | Word Writing: Pronouns, One-Syllable Words (with Cues)*<br>Response to Text: Sentences (with Citation)                            |
| Lesson 10 | Spelling Alternative 'kn' for /n/<br>Small Group Reading   |                                       | Spelling Assessment   | Response to Text: Sentences (with Citation)<br>Word Writing: One- and Two-Syllable Word with 's', 'ss', or 'c' > /s/ (with Cues)* |



|           | Phonics & Reading   | Grammar   | Spelling  | Writing   |
|-----------|---|---|---|---|
| Lesson 11 | Review: Spelling<br>Alternatives for /s/ and /n/<br>Small Group Reading |   | Spelling Words<br>Introduction: <i>maps, mice, hammer, trimmed, skipped, scrub, space, could*</i> | Word Writing: One- or Two-Syllable Words with 'n', 'nn', or 'kn' > /n/ (with Cues), One-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings<br>Response to Text: Sentences (with Citation) |
| Lesson 12 | Review: Tricky Words<br>Small Group Reading                             |   |   | Response to Text: Sentences (with Citation)   |
| Lesson 13 | Small Group Reading*  | Nouns and Pronouns                                  |   | Word Writing: Pronouns<br>Response to Text: Sentences (with Citation)   |
| Lesson 14 | Small Group Reading   | Building Sentences with Adjectives and Prepositions |   | Response to Text: Sentences (with Citation)   |
| Lesson 15 | Partner Reading   | Review: Plural Nouns                                | Spelling Assessment   | Word Writing: One-Syllable Plural Nouns (with Cues)<br>Response to Text: Sentences (with Citation)  |
| Lesson 16 | Spelling Alternative 'wh' for /w/<br>Small Group Reading                |   | Spelling Words<br>Introduction: <i>knit, kneel, nose, center, nugget, running, winner, which*</i> | Response to Text: Sentences (with Citation)   |
| Lesson 17 | Partner Reading   |   | Spelling Dictation  | Response to Text: Sentences (with Citation)   |
| Lesson 18 | Spelling Alternative 'n' for /ng/<br>Small Group Reading*               |   |   |   |
| Lesson 19 | Tricky Spelling 'n' for /n/ and /ng/<br>Small Group Reading             |   |   | Word Writing: One-Syllable Words with 'n' > /n/ or /ng/ (with Cues)<br>Response to Text: Sentences (with Citation)  |
| Lesson 20 | Partner Reading   | Review: Pronouns                                    | Spelling Assessment   | Response to Text: Sentences (with Citation)   |
| Lesson 21 | Review: Root Words and Endings<br>Small Group Reading*                  |   |   | Word Writing: Two-Syllable Words with <i>-ed</i> or <i>-ing</i> Endings<br>Response to Text: Sentences (with Citation)  |
| Lesson 22 | Small Group Reading   |   | Spelling Dictation  | Response to Text: Sentences (with Citation)   |

|                      | Phonics & Reading  | Grammar   | Spelling | Writing  |
|----------------------|--|---|----------|--|
| <b>Lesson 23</b>     | Tricky Word <i>cow</i><br>Small Group Reading<br>*                 |   |          | Word Writing: One- and Two- Syllable Words (with Cues)<br>Response to Text: Sentences (with Citation)                                      |
| <b>Lesson 24</b>     | Word Recognition Assessment<br>Wiggle Cards<br>Small Group Reading |   |          | Response to Text: Sentences (with Citation)  |
| <b>Lesson 25</b>     | Story Comprehension Assessment<br>Wiggle Cards                     |   |          | Response to Text: Sentences (with Citation)  |
| <b>Pausing Point</b> | Review: Sound Spelling, Tricky Words<br>Partner Reading*           | Review: Building Sentences with Adjectives and Prepositions, Pronouns |          | Word Writing: One- and Two-Syllable Words (with Cues)<br>Planning and Drafting Descriptions<br>Response to Text: Sentences (with Citation) |

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Unit 7 (20–23 days)

|           | Phonics & Reading  | Grammar                                 | Spelling   | Writing  |
|-----------|--|---|--|--|
| Lesson 1  | Spelling Alternatives for /ae/<br>Reading: Wiggle Cards                        |   | Spelling Words<br>Introduction: <i>fade, knocked, knitting, pitch, wrapper, hands, drinking, by*</i>           | Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)   |
| Lesson 2  | Chaining: One-Syllable Words<br>Whole Group Reading                            |   |  | Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*  |
| Lesson 3  | Small Group Reading  | Review: Common, Proper and Plural Nouns |  | Response to Text: Sentences (with Citation)  |
| Lesson 4  | Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)  | Noun-Verb Agreement                     |  | Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues)<br>Response to Text: Paragraph                                      |
| Lesson 5  | Reading Comprehension: Multiple Choice<br>Small Group Reading*                 |   | Spelling Assessment  |  |
| Lesson 6  | Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)  | Noun-Verb Agreement                     | Spelling Words<br>Introduction: <i>rain, hair, explain, stay, stray, display, escape, your*</i>                | Word Writing: Nouns and Verbs (with Cues)<br>Response to Text: Sentences (with Citation)   |
| Lesson 7  | Partner Reading  | Commas in a Series                      |  | Response to Text: Sentences (with Citation), Friendly Letter   |
| Lesson 8  | Small Group Reading*<br>Reading Comprehension: Multiple Choice (with Citation) | Review: Root Words and Endings          |  | Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings<br>Sentence Writing<br>Response to Text: Sentence (with Citation) |
| Lesson 9  | Partner Reading  | Review: Punctuation*                    |  | Response to Text: Sentences (with Citation)  |
| Lesson 10 | Small Group Reading  | Review: Punctuation                     | Spelling Assessment  |  |
| Lesson 11 | Spelling Alternatives for /oe/<br>Small Group Reading                          |   | Spelling Words<br>Introduction: <i>classmate, airplane, gain, brainstorm, railway, layer, playground, who*</i> | Response to Text: Sentences (with Citation)  |
| Lesson 12 | Small Group Reading  | Building Sentences with Conjunctions    |  | Word Writing: One-Syllable Words with 'oa' > /oe/ or 'ai', 'ay' > /ae/ (with Cues)<br>Response to Text: Sentences (with Citation)          |

|                  | Phonics & Reading  | Grammar                                   | Spelling  | Writing   |
|------------------|--|---|---|---|
| Lesson 13        | Whole Group Reading  |   |   | Response to Text:<br>Sentences (with Citation),<br>Pictorial Representation<br>Instructional Writing:<br>Introduction |
| Lesson 14        | Small Group Reading*   |   |   | Instructional Writing:<br>Sequencing Steps  |
| Lesson 15        | Small Group Reading<br>Reading Comprehension:<br>Multiple Choice (with<br>Citation)                    |   | Spelling Assessment   | Response to Text:<br>Sentences (with Citation)<br>Instructional Writing:<br>Giving Good Oral<br>Instructions          |
| Lesson 16        | Partner Reading<br>Reading Comprehension:<br>Multiple Choice (with<br>Citation)                        |   |   | Response to Text:<br>Sentences (with Citation)<br>Instructional Writing:<br>Planning and Drafting                     |
| Lesson 17        | Small Group Reading  |   |   | Instructional Writing:<br>Editing and Publishing  |
| Lesson 18        | Small Group Reading*   | Noun-Verb Agreement<br>Commas in a Series |   | Response to Text:<br>Sentences (with Citation)  |
| Lesson 19        | Silent Reading<br>Comprehension<br>Assessment<br>Reading: Wiggle Cards<br>Small Group Reading          |   |   | Response to Text:<br>Sentences (with Citation)  |
| Lesson 20        | Fluency Assessment<br>Reading: Wiggle Cards<br>Small Group Reading                                     |   |   | Response to Text:<br>Sentences (with Citation)  |
| Lesson 21        | Word Reading in Isolation<br>Assessment<br>Reading: Wiggle Cards                                       |   |   | Word Writing: One- and<br>Two-Syllable Words (with<br>Cues)   |
| Pausing<br>Point | Review: Spelling<br>Alternatives<br>Reading: Wiggle Cards<br>Reading Comprehension:<br>Multiple Choice | Review: Quotation Marks,<br>Commas        | Chaining: One-Syllable<br>Words<br>Dictation: Sounds,<br>Words, Phrases, and<br>Sentences | Word Writing: One- and<br>Two-Syllable Words (with<br>Cues)   |

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