

# Scope and Sequence Grade 1 Skills Strand

## Table of Contents

|                           |    |
|---------------------------|----|
| Unit 1 (32–35 Days) ..... | 2  |
| Unit 2 (19–22 Days) ..... | 6  |
| Unit 3 (19–22 Days) ..... | 9  |
| Unit 4 (28–31 Days) ..... | 11 |
| Unit 5 (22–25 Days) ..... | 14 |
| Unit 6 (25–28 Days) ..... | 17 |
| Unit 7 (20–23 Days) ..... | 20 |

# Unit 1 (32–35 Days)

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.

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

|                  |   |                   |  |   |
|------------------|---|-------------------|--|---|
| <b>Lesson 11</b> | 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   |
| <b>Lesson 12</b> | 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) |
| <b>Lesson 13</b> | Sounds /w/, /e/, /u/ 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)  |
| <b>Lesson 14</b> |   | Identifying Nouns |  | Review: Handwriting—Letters and Words   |
| <b>Lesson 15</b> | 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  |
| <b>Lesson 16</b> | Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K'<br>Chaining: One-Syllable Short Vowel Words†<br>Tricky Words: <i>one, once</i> |                   | Chaining: One-Syllable Short Vowel Words | Handwriting 'x' 'X' 'k' 'K': Letters and Words  |
| <b>Lesson 17</b> | 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  |
| <b>Lesson 18</b> | Sister Sounds /th/ and /th/*<br>Chaining: One-Syllable Short Vowel Words<br>Practice Reading Phrases and Sentences      |                   |  | Handwriting 'th': Letters and Words   |
| <b>Lesson 19</b> | Tricky Words: <i>the, who</i><br>Demonstration Story<br>Partner Reading<br>Reading Comprehension: Multiple Choice       |                   |  | Response to Text: Sentences   |

|                  |  |  |   |   |
|------------------|--|--|---|---|
| <b>Lesson 20</b> | Sounds /ng/, /qu/ Spelled 'ng', 'qu'*<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               |
| <b>Lesson 21</b> | Review: Vowel Sounds<br>Demonstration Story<br>Partner Reading<br>Reading Comprehension: Multiple Choice   |  |   | Response to Text: Sentences   |
| <b>Lesson 22</b> | Review: Consonant and Vowel Sounds<br>Small Group Reading*   | Identifying Nouns                          |   |   |
| <b>Lesson 23</b> | Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'ss'<br>Small Group Reading*<br>Reading Comprehension: Multiple Choice |  |   | Response to Text: Sentences   |
| <b>Lesson 24</b> | 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) |
| <b>Lesson 25</b> | Sister Sounds /s/ and /z/<br>Tricky Words: <i>was, when, why</i><br>*  |  |   |   |
| <b>Lesson 26</b> | Demonstration Story<br>Small Group Reading<br>Reading Comprehension: Multiple Choice   | Identifying Nouns*                         |   | Response to Text: Sentences   |
| <b>Lesson 27</b> | Tricky Words: <i>where, what, which</i>  | Review: Question Mark                      |   |   |
| <b>Lesson 28</b> | Partner Reading<br>Review: Tricky Words<br>*   |  |   | Response to Text: Sentences   |
| <b>Lesson 29</b> | Tricky Words: <i>here, there</i>   | Identifying Nouns<br>Review: Question Mark | Dictation: One-Syllable Short Vowel Words |   |

|                          |   |  |   |   |
|--------------------------|---|--|---|---|
| <b>Lesson 30</b>         | Review: Letter Names<br>Demonstration Story<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice<br>*                            |  | Dictation: One-Syllable Short<br>Vowel Words with Double-<br>Letter Spellings | Response to Text: Sentences   |
| <b>Lesson 31</b>         | Review: Tricky Words<br>Partner Reading   |  |   | Response to Text: Sentences   |
| <b>Lesson 32</b>         | Review: Tricky Words<br>Partner Reading*<br>Reading Comprehension:<br>Multiple Choice   |  |   | Response to Text: Sentences   |
| <b>Pausing<br/>Point</b> | Review: Sound Spelling,<br>Tricky Words, Alphabet<br>Partner Reading*<br>Practice Reading 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: Sentences |

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

† 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  |
|-----------------|---|--------------------------|--|--|
| <b>Lesson 1</b> | Vowel Digraph 'ee'*<br>Demonstration Story<br>Reading Comprehension:<br>Multiple Choice   |                          |  | Handwriting 'ee':<br>Letters and Words<br><br>Response to Text: Sentences                          |
| <b>Lesson 2</b> | Chaining: One-Syllable<br>Long Vowel Words<br><br>Tricky Words: <i>he, she, be,</i><br><i>me, we</i><br><br>Demonstration Story*<br><br>Reading Comprehension:<br>Multiple Choice | Identifying Proper Nouns |  | Response to Text: Sentences  |
| <b>Lesson 3</b> | Vowel Digraph 'a_e'<br>Small Group Reading*   |                          | Dictation: One-Syllable<br>Words with Long Vowel<br>Digraphs   | Word Writing: One-Syllable<br>Words with Long Vowel<br>Digraphs                                    |
| <b>Lesson 4</b> | Review: Vowel Digraphs<br>Demonstration Story<br>Small Group Reading<br><br>Reading Comprehension:<br>Multiple Choice   |                          | Chaining: One-Syllable<br>Long Vowel Words   | Response to Text:<br>Sentences, Pictorial<br>Representation  |
| <b>Lesson 5</b> | Tricky Words: <i>they, their</i> *<br>Whole Group Reading<br>Small Group Reading<br><br>Reading Comprehension:<br>Multiple Choice   |                          | Chaining: One-Syllable<br>Long Vowel Words   | Response to Text: Sentences  |
| <b>Lesson 6</b> | Vowel Digraph 'i_e'<br>Partner Reading<br><br>*   |                          | Dictation: One-Syllable<br>Words with Long Vowel<br>Digraphs   | Word Writing: One-Syllable<br>Words with Long Vowel<br>Digraphs<br><br>Response to Text: Sentences |
| <b>Lesson 7</b> | Review: Tricky Words<br>Demonstration Story<br>Small Group Reading*<br><br>Reading Comprehension:<br>Multiple Choice  |                          |  | Response to Text: Sentences  |
| <b>Lesson 8</b> | Vowel Digraph 'o_e'<br><br>*  |                          | Chaining: One-Syllable<br>Long Vowel Words<br><br>Dictation: One-Syllable<br>Words with Long Vowel<br>Digraphs | Word Writing: One-Syllable<br>Words with Long Vowel<br>Digraphs<br><br>Handwriting 'o_e': Words    |
| <b>Lesson 9</b> | Small Group Reading   | Identifying Nouns        | Chaining: One-Syllable<br>Long Vowel Words   |  |

|                  |   |                                  |  |  |
|------------------|---|----------------------------------|--|--|
| <b>Lesson 10</b> | Tricky Words: <i>my, by</i><br>Demonstration Story<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice            |                                  |  | Response to Text: Sentences<br>*   |
| <b>Lesson 11</b> | Review: Tricky Words<br>Partner Reading<br>Reading Comprehension:<br>Multiple Choice<br>*   | Identifying Nouns                | Chaining: One-Syllable<br>Long Vowel Words                   | Word Writing: One-Syllable<br>Words with Long Vowel<br>Digraphs<br>Response to Text: Sentences |
| <b>Lesson 12</b> | Vowel Digraph 'u_e'<br>Demonstration Story*   |                                  | Dictation: One-Syllable<br>Words with Long Vowel<br>Digraphs | Word Writing: One-Syllable<br>Words with Long Vowel<br>Digraphs<br>Response to Text: Sentences |
| <b>Lesson 13</b> | Partner Reading<br>Reading Comprehension:<br>Multiple Choice<br>*   |                                  | Dictation: One-Syllable<br>Words with Long Vowel<br>Digraphs | Word Writing: One-Syllable<br>Words with Long Vowel<br>Digraphs<br>Response to Text: Sentences |
| <b>Lesson 14</b> | Tricky Words: <i>you, your</i><br>Small Group Reading   |                                  |  |  |
| <b>Lesson 15</b> | Review: Tricky Words<br>Demonstration Story*<br>Review: Sound Spelling  | Review: Identifying Nouns        |  |  |
| <b>Lesson 16</b> | Small Group Reading<br>Review: Sound Spelling,<br>Tricky Words  | Review: Identifying Nouns        |  |  |
| <b>Lesson 17</b> | Partner Reading<br>Reading Comprehension:<br>Multiple Choice<br>Reading: Wiggle Cards<br>Review: Sound Spelling,<br>Tricky Words* | Review: Identifying Nouns        |  | Response to Text: Sentence,<br>Pictorial Representation  |
| <b>Lesson 18</b> | Word Recognition<br>Assessment<br>Reading: Wiggle Cards   |                                  |  |  |
| <b>Lesson 19</b> | Small Group Reading   | Assessment: Identifying<br>Nouns |  |  |

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

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

## Unit 3 (19–22 Days).

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

|                      |   |  |   |   |
|----------------------|---|--|---|---|
| <b>Lesson 12</b>     | Sound /oi/ Spelled 'oi'*<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation)  |  |   | Handwriting 'oi':<br>Letters and Words<br><br>Response to Text:<br>Sentences, Pictorial<br>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><br>Response to Text:<br>Sentences, Pictorial<br>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><br>Dictation: One-Syllable Words, Phrases, and Sentences | Word Writing: One-Syllable Words, Tricky Words (with Cues)<br><br>Review: Handwriting—Words with Double-Letter Consonant Sounds<br><br>Response to Text:<br>Sentences, Pictorial Representation (with Citation) |

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

## Unit 4 (28–31 Days)

|                  | Phonics & Reading  | Grammar                     | Spelling   | Writing   |
|------------------|--|-----------------------------|--|---|
| <b>Lesson 1</b>  | Sound /er/ Spelled 'er'  |                             | Spelling Words Introduction:<br><i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*</i> |   |
| <b>Lesson 2</b>  | Review: Sound /er/ Speller 'er'*<br><br>Whole Group Reading  | Contractions                |  | Word Writing: One-Syllable Words (with Cues)  |
| <b>Lesson 3</b>  | Small Group Reading<br><br>Reading Comprehension: Multiple Choice (with Citation)<br><br>Vowel Digraph Spellings | Contractions                |  | Handwriting 'er': Letters and Words<br><br>Word Writing: One-Syllable Words (with Cues)<br><br>Response to Text: Sentences        |
| <b>Lesson 4</b>  | Medial Sounds<br><br>Sound /ar/ Spelled 'ar'*<br><br>Whole Group Reading   |                             |  | Handwriting 'ar': Letters and Words   |
| <b>Lesson 5</b>  | Review: Medial Sounds<br><br>Small Group Reading*<br><br>Reading Comprehension: Multiple Choice (with Citation)  |                             | Spelling Assessment<br><br>Dictation: One-Syllable Words with /er/ and /ar/                            | Word Writing: One-Syllable Words with /er/ and /ar/<br><br>Response to Text: Sentences (with Citation)                            |
| <b>Lesson 6</b>  | Reading: Wiggle Cards  | Contractions                | Spelling Words Introduction:<br><i>sharp, fern, start, spoil, verb, shark, crawl, because*</i>         | Word Writing: One-Syllable Words (with Cues)  |
| <b>Lesson 7</b>  | Minimal Pairs<br><br>Reading: Wiggle Cards<br><br>Sound /or/ Spelled 'or'<br><br>*                               |                             | Two-Syllable Words   | Handwriting 'or': Letters and Words<br><br>*  |
| <b>Lesson 8</b>  | Two-Syllable Words<br><br>Tricky Words: <i>yesterday, today, tomorrow</i><br><br>Small Group Reading*            |                             | Dictation: Tricky Words  | Word Writing: Tricky Words  |
| <b>Lesson 9</b>  | Two-Syllable Words<br><br>Small Group Reading<br><br>Reading Comprehension: Multiple Choice                      | Identifying Nouns and Verbs | Dictation: One-Syllable Words with Digraph 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><br>Response to Text: Sentences |
| <b>Lesson 10</b> | Chaining: Two-Syllable Words<br><br>Whole Group Reading*<br><br>Reading Comprehension: Multiple Choice           |                             | Spelling Assessment  | Response to Text: Sentences   |

|                  |   |   |   |   |
|------------------|---|---|---|---|
| <b>Lesson 11</b> | Chaining with Two-Syllable Words<br>Reading: Wiggle Cards<br>*  |   | Spelling Words Introduction:<br><i>barking, carpet, zipper, perfume, border, morning, forest, today*</i><br><br>Dictation: Two-Syllable Words (with Cues) | Word Writing: Two-Syllable Words (with Cues)  |
| <b>Lesson 12</b> | 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><br>Response to Text: Fill-in-the-Blank, Sentence                                       |
| <b>Lesson 13</b> | Small Group Reading<br>*  | Past, Present, and Future Verb Tenses       |   | Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)  |
| <b>Lesson 14</b> | 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><br>Response to Text: Sentences                                |
| <b>Lesson 15</b> | Partner Reading   |   | Spelling Assessment<br><br>Chaining: One-Syllable Words   | Response to Text: Sentences   |
| <b>Lesson 16</b> | Whole Group Reading   | Verb Identification                         | Spelling Words Introduction:<br><i>sounded, lifted, pointed, parked, waved, grinned, tripped, have*</i>   | Response to Text: Sentences   |
| <b>Lesson 17</b> | Small Group Reading   | Identifying Nouns, Adjectives and Verbs     |   | *   |
| <b>Lesson 18</b> | Chaining: Two-Syllable Words with Endings <i>-ness</i> and <i>-less</i> <sup>†</sup><br>*   | Using Adjectives                            | Chaining: One-Syllable Words <sup>†</sup>   |   |
| <b>Lesson 19</b> | Partner Reading   | Past-Tense Verbs                            |   | Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)<br><br>Response to Text: Sentences                             |
| <b>Lesson 20</b> | Review: Sounds /ar/, /or/, and /er/   |   | Spelling Assessment   | Descriptive Writing: Planning<br><br>Word Writing: Two-Syllable Words (with Cues)                                       |
| <b>Lesson 21</b> | Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)   |   |   | Descriptive Writing: Drafting*<br><br>Response to Text: Sentences   |
| <b>Lesson 22</b> | *<br>Identify Adjectives  | Past-Tense Marker <i>-ed</i>                |   | Descriptive Writing: Planning and Research Using Informational Text<br><br>Word Writing: Two-Syllable, Past-Tense Verbs |

|                      |  |   |   |   |
|----------------------|--|---|---|---|
| <b>Lesson 23</b>     | Small Group Reading<br>*   |   |   | Descriptive Writing: Drafting   |
| <b>Lesson 24</b>     | Review: Word Reading   |   |   | Descriptive Writing: Editing<br>Word Writing: Two-Syllable, Compound Words (with Cues)  |
| <b>Lesson 25</b>     | Small Group Reading  | Grammar Assessment  | Dictation Assessment  | Dictation Assessment<br>Descriptive Writing: Review   |
| <b>Lesson 26</b>     | Reading Comprehension Assessment<br>Word Reading in Isolation Assessment   |   |   |   |
| <b>Lesson 27</b>     | Reading Comprehension Assessment<br>Word Reading in Isolation Assessment   |   |   |   |
| <b>Lesson 28</b>     | Reading Comprehension Assessment<br>Word Reading in Isolation Assessment   |   |   |   |
| <b>Pausing Point</b> | 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 |

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

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

# Unit 5 (22–25 Days)\*

|                 | Phonics & Reading   | Grammar                                | Spelling  | Writing   |
|-----------------|---|--|---|---|
| <b>Lesson 1</b> | Spelling Alternatives 'p' and 'pp' for /p/  | Plural Nouns<br>Root Words             | Spelling Words Introduction:<br><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                        |
| <b>Lesson 2</b> | 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)                                     |
| <b>Lesson 3</b> | 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>*                 |
| <b>Lesson 4</b> | 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>*  |
| <b>Lesson 5</b> | 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 |
| <b>Lesson 6</b> | Spelling Alternatives 'ch' and 'tch' for /ch/<br>Small Group Reading  |  | Spelling Words Introduction:<br><i>chips, much, catch, fetch, marsh, shine, flash, how*</i> | Word Writing: One- and Two-Syllable Words (with Cues)   |
| <b>Lesson 7</b> | 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           |
| <b>Lesson 8</b> | Spelling Alternatives 'j' 'g' 'ge' for /j/<br>Partner Reading*<br>Reading Comprehension: Multiple Choice                          |  |   | Response to Text: Sentences, Pictorial Representation   |

|                  |  |   |  |  |
|------------------|--|---|--|--|
| <b>Lesson 9</b>  | Tricky Spelling 'g' for /g/ and /j/<br><br>Small Group Reading<br><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><br>Response to Text: Sentences (with Citation)   |
| <b>Lesson 10</b> | Review: Sound Spelling<br><br>Small Group Reading<br><br>Reading Comprehension: Multiple Choice (with Citation)  |   | Spelling Assessment  | Response to Text: Paragraph  |
| <b>Lesson 11</b> | Spelling Alternatives 't' 'tt' 'ed' for /t/<br><br>*   | Statements, Questions, and Exclamations | Spelling Words 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><br>Handwriting '! ' ? ' !': Marks and Sentences  |
| <b>Lesson 12</b> | Review: Sister Sounds<br><br>Spelling Alternatives 'd' 'dd' 'ed' for /d/<br><br>Tricky Word (stage)coach<br><br>Small Group Reading<br><br>Reading Comprehension: Multiple Choice (with Citation)<br><br>* |   |  | Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues)<br><br>Response to Text: Sentences (with Citation)  |
| <b>Lesson 13</b> | Spelling Alternatives 'f' 'ff' for /f/<br><br>Small Group Reading  | Statements, Questions, and Exclamations |  | Word Writing: One- and Two-Syllable Words (with Cues)<br><br>Handwriting '! ' ? ' !': Marks and Sentences<br><br>Response to Text: Fill-in-the-Blank, Sentence, Pictorial Representation (with Citation) |
| <b>Lesson 14</b> | Spelling Alternatives 'v' 've' for /v/<br><br>Tricky Word <i>picture</i><br><br>Small Group Reading*<br><br>Reading Comprehension: Multiple Choice (with Citation)   | Statements, Questions, and Exclamations |  | Word Writing- One- and Two-Syllable Words (with Cues)<br><br>Response to Text: Sentence (with Citation)  |
| <b>Lesson 15</b> | Partner Reading  |   | Spelling Assessment  | Introduction to Opinion Writing  |
| <b>Lesson 16</b> | Spelling Alternatives 'r' 'rr' 'wr' for /r/  |   | Spelling Words 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><br>Writing an Opinion Paragraph (Whole Group)   |

|                      |   |   |   |  |
|----------------------|---|---|---|--|
| <b>Lesson 17</b>     | Reading: Wiggle Cards<br>Small Group Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation)   |   |   | Writing and Opinion Paragraph (Independent)<br>Response to Text: Sentences (with Citation)<br>*  |
| <b>Lesson 18</b>     | *   | Sentence Building   |   | Editing an Opinion Paragraph   |
| <b>Lesson 19</b>     | Spelling Alternatives 'l' 'll' for /ll/<br>Partner Reading  |   |   | Word Writing: One-Syllable Words with 'l', 'll' > /ll/ (with Cues)   |
| <b>Lesson 20</b>     | Reading: Wiggle Cards<br>Review: Tricky Words<br>Partner Reading*   | Review: Adjectives  | Spelling Assessment   | Response to Text: Sentences (with Citation)  |
| <b>Lesson 21</b>     | Review: Two-Syllable Words<br>Partner Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation)<br>*   |   |   | Word Writing: Two-Syllable Words (with Cues)<br>Response to Text: Sentences (with Citation)  |
| <b>Lesson 22</b>     | Word Recognition Assessment<br>Partner Reading<br>Reading Comprehension:<br>Multiple Choice (with Citation)   | Grammar Assessment  |   | Response to Text<br>Response to Text: Sentences (with Citation)  |
| <b>Pausing Point</b> | Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings<br>Partner Reading*<br>Reading Comprehension:<br>Multiple Choice (with Citation) | Review: Statements, Questions, and Exclamations; Building Sentences | <i>Chaining: One- and Two-Syllable Words</i><br><i>Dictation: One- and Two-Syllable Words</i> | 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) |

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

## Unit 6 (25–28 Days)\*

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

|                  |  |   |  |  |
|------------------|--|---|--|--|
| <b>Lesson 11</b> | Review: Spelling Alternatives for /s/ and /n/<br>Small Group Reading |   | Spelling Words 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<br><br>Words with <i>-ed</i> and <i>-ing</i> Endings<br><br>Response to Text: Sentences (with Citation) |
| <b>Lesson 12</b> | Review: Tricky Words<br>Small Group Reading                          |   |  | Response to Text: Sentences (with Citation)  |
| <b>Lesson 13</b> | Small Group Reading*   | Nouns and Pronouns                                  |  | Word Writing: Pronouns<br><br>Response to Text: Sentences (with Citation)  |
| <b>Lesson 14</b> | Small Group Reading  | Building Sentences with Adjectives and Prepositions |  | Response to Text: Sentences (with Citation)  |
| <b>Lesson 15</b> | Partner Reading  | Review: Plural Nouns                                | Spelling Assessment  | Word Writing: One-Syllable Plural Nouns (with Cues)<br><br>Response to Text: Sentences (with Citation)   |
| <b>Lesson 16</b> | Spelling Alternative 'wh' for /w/<br>Small Group Reading             |   | Spelling Words Introduction: <i>knit, kneel, nose, center, nugget, running, winner, which*</i> | Response to Text: Sentences (with Citation)  |
| <b>Lesson 17</b> | Partner Reading  |   | Spelling Dictation   | Response to Text: Sentences (with Citation)  |
| <b>Lesson 18</b> | Spelling Alternative 'n' for /ng/<br>Small Group Reading*            |   |  |  |
| <b>Lesson 19</b> | Tricky Spelling 'n' for /n/ and /ng/<br>Small Group Reading          |   |  | Word Writing: One-Syllable Words with 'n' > /n/ or /ng/ (with Cues)<br><br>Response to Text: Sentences (with Citation)   |
| <b>Lesson 20</b> | Partner Reading  | Review: Pronouns                                    | Spelling Assessment  | Response to Text: Sentences (with Citation)  |
| <b>Lesson 21</b> | Review: Root Words and Endings<br>Small Group Reading*               |   |  | Word Writing: Two-Syllable Words with <i>-ed</i> or <i>-ing</i> Endings<br><br>Response to Text: Sentences (with Citation)   |
| <b>Lesson 22</b> | Small Group Reading  |   | Spelling Dictation   | Response to Text: Sentences (with Citation)  |
| <b>Lesson 23</b> | Tricky Word cow<br>Small Group Reading<br>*                          |   |  | Word Writing: One- and Two-Syllable Words (with Cues)<br><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) |

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.

## Unit 7 (20–23 Days)

|                  | Phonics & Reading  | Grammar                                 | Spelling   | Writing  |
|------------------|--|---|--|--|
| <b>Lesson 1</b>  | Spelling Alternatives for /ae/<br>Reading: Wiggle Cards                        |   | Spelling Words Introduction:<br><i>fade, knocked, knitting, pitch, wrapper, hands, drinking, by*</i>           | Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)   |
| <b>Lesson 2</b>  | Chaining: One-Syllable Words<br>Whole Group Reading                            |   |  | Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*  |
| <b>Lesson 3</b>  | Small Group Reading  | Review: Common, Proper and Plural Nouns |  | Response to Text: Sentences (with Citation)  |
| <b>Lesson 4</b>  | 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                                      |
| <b>Lesson 5</b>  | Reading Comprehension: Multiple Choice<br>Small Group Reading*                 |   | Spelling Assessment  |  |
| <b>Lesson 6</b>  | Small Group Reading<br>Reading Comprehension: Multiple Choice (with Citation)  | Noun-Verb Agreement                     | Spelling Words Introduction:<br><i>rain, hair, explain, stay, stray, display, escape, your*</i>                | Word Writing: Nouns and Verbs (with Cues)<br>Response to Text: Sentences (with Citation)   |
| <b>Lesson 7</b>  | Partner Reading  | Commas in a Series                      |  | Response to Text: Sentences (with Citation), Friendly Letter   |
| <b>Lesson 8</b>  | 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) |
| <b>Lesson 9</b>  | Partner Reading  | Review: Punctuation*                    |  | Response to Text: Sentences (with Citation)  |
| <b>Lesson 10</b> | Small Group Reading  | Review: Punctuation                     | Spelling Assessment  |  |
| <b>Lesson 11</b> | Spelling Alternatives for /oe/<br>Small Group Reading                          |   | Spelling Words Introduction:<br><i>classmate, airplane, gain, brainstorm, railway, layer, playground, who*</i> | Response to Text: Sentences (with Citation)  |
| <b>Lesson 12</b> | 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)          |
| <b>Lesson 13</b> | Whole Group Reading  |   |  | Response to Text: Sentences (with Citation), Pictorial Representation<br>Instructional Writing: Introduction                               |

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

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line.