

Scope and Sequence

Amplify CKLA Skills teaches students the decoding skills needed for independent reading. Each lesson begins with a warm-up, reviewing previously taught content in phonics, reading, grammar, writing, and spelling. 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

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

* 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.

Continued...

Unit 1, Cont. | 32–35 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
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 Word Writing: One-Syllable Short Vowel CVC and CVCC Words (with Cues)
13	Sounds /w/, /e/, /u/ Spelled 'w'—'W', 'e'—'E', 'u'—'U' Tricky Words: <i>all, some</i> *		Chaining: One-Syllable Short Vowel Words	Handwriting 'w' 'W' 'e' 'E' 'u' 'U': Letters Word Writing: Tricky Words (with Cues)
14	Tricky Words: <i>from, word</i> Reading Phrases	Identifying Nouns		Review: Handwriting—Letters and Words
15	Sounds /j/, /y/ Spelled 'j'—'J', 'y'—'Y' Tricky Words: <i>are, have, were</i> * Reading Phrases			Handwriting 'j' 'J' 'y' 'Y': Letters and Words
16	Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K' Chaining: One-Syllable Short Vowel Words Tricky Words: <i>one, once</i>			Handwriting 'x' 'X' 'k' 'K': Letters and Words
17	Sounds /ch/, /sh/ Spelled 'ch', 'sh' Chaining: One-Syllable Short Vowel Words Tricky Words: <i>do, two</i> *	Identifying Nouns		Handwriting 'ch' 'sh': Letters and Words
18	Sister Sounds /th/ and /th/* Chaining: One-Syllable Short Vowel Words Practice Reading Phrases and Sentences			Handwriting 'th': Letters and Words
19	Tricky Words: <i>the, who</i> Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
20	Sounds /ng/, /qu/ Spelled 'ng', 'qu'* Tricky Words: <i>said, says</i> Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Handwriting 'ng' 'qu': Letters and Words Response to Text: Sentences
21	Review: Vowel Sounds Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
22	Review: Consonant and Vowel Sounds Small Group Reading*	Identifying Nouns		

* 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.

Continued...

Unit 1, Cont. | 32–35 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
23	Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'ss' Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
24	Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz' Sound /k/ Spelled 'c', 'ck', 'k', 'cc'			Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues)
25	Sister Sounds /s/ and /z/ Tricky Words: <i>was, when, why</i> *			
26	Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns*		Response to Text: Sentences
27	Tricky Words: <i>where, what, which</i>	Review: Question Mark		
28	Partner Reading Review: Tricky Words *			Response to Text: Sentences
29	Tricky Words: <i>here, there</i>	Identifying Nouns Review: Question Mark	Dictation: One-Syllable Short Vowel Words	
30	Review: Letter Names Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Short Vowel Words with Double-Letter Spellings	Response to Text: Sentences
31	Review: Tricky Words Partner Reading			Response to Text: Sentences
32	Review: Tricky Words Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Pausing Point	Review: Sound Spelling, Tricky Words, Alphabet Partner Reading* Practice Reading Phrases* Reading Comprehension: Multiple Choice		Chaining Dictation	Review: Handwriting—Letters Word and Phrase Writing: One-Syllable Short Vowel Words (with Cues) 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.

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

Unit 2 | 19–22 days

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

Continued...

Unit 2, Cont. | 19–22 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
13	Partner Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
14	Tricky Words: you, your Small Group Reading			
15	Review: Tricky Words Demonstration Story* Review: Sound Spelling	Review: Identifying Nouns		
16	Small Group Reading Review: Sound Spelling, Tricky Words	Review: Identifying Nouns		
17	Partner Reading Reading Comprehension: Multiple Choice Reading: Wiggle Cards Review: Sound Spelling, Tricky Words*	Review: Identifying Nouns		Response to Text: Sentence, Pictorial Representation
18	Word Recognition Assessment Reading: Wiggle Cards			
19	Small Group Reading	Assessment: Identifying Nouns		
Pausing Point	Review: Sound Spelling, Tricky Words* Partner Reading* Reading Comprehension: Multiple Choice	Review: Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words with Long Vowel Digraphs	Review: Handwriting—Words with Vowel Digraphs, Tricky Words Word Writing: One-Syllable Words with Long Vowel Digraphs (with Cues) 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

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
1	Sound /oo/ Spelled 'oo' Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>same, green, stone, line, make, hide, seed, they</i> *	Handwriting 'oo': Letters and Words Response to Text: Sentences (with Citation)
2	Tricky Word because *		Dictation: One-Syllable Words	Planning a Fictional Narrative Response to Text
3	Review: Sound /oo/ Partner Reading			Drafting a Fictional Narrative
4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Editing a Fictional Narrative Response to Text: Sentences (with Citation)
5	Review: Tricky Words Sound /oo/ Spelled 'oo' *		Spelling Assessment	Handwriting 'oo': Letters and Words

* 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.

Continued...

Unit 3, Cont. | 19–22 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>frog, moth, quote, wood, took, spoon, tooth, why*</i>	Planning and Drafting a Book Report Response to Text: Sentences (with Citation)
7	Tricky Spelling 'oo'* Tricky Words: could, should, would			Editing a Book Report Word Writing: One-Syllable 'oo' Words (with Cues)
8	Small Group Reading	Identifying Verbs		Publishing a Book Report Word Writing: One-Syllable Words (with Cues)
9	Sound /ou/ Spelled 'ou' Small Group Reading			Handwriting 'ou': Letters and Words
10	Tricky Word down Chaining: One-Syllable Words Whole Group Reading*	Identifying Verbs	Spelling Assessment	Word Writing: One-Syllable Words (with Cues) Vocabulary: Pictorial Representations
11	Chaining: One-Syllable Words Reading: Wiggle Cards Review: Tricky Words Reading Comprehension: Yes/No Questions		Spelling Words Introduction: <i>brook, stood, booth, room, south, proud, shout, down</i>	Word Writing: One-Syllable Words (with Cues)
12	Sound /oi/ Spelled 'oi'* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Handwriting 'oi': Letters and Words Response to Text: Sentences, Pictorial Representation (with Citation)
13	Review: Sounds Small Group Reading	Identifying Past- and Present-Tense Verbs	Chaining: One-Syllable Words	
14	Small Group Reading		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
15	Sound /aw/ Spelled 'aw' Reading: Wiggle Cards		Spelling Assessment	Handwriting 'aw': Letters and Sounds
16	Review: Tricky Words* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Identifying Present- and Past-Tense Verbs		Response to Text: Pictorial Representation
17	Small Group/Partner Reading*		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
18	Review: Tricky Words Chaining: One-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One-Syllable Words Response to Text: Sentences, Pictorial Representation (with Citation)
19	Word Recognition Assessment Reading: Wiggle Cards Story Comprehension Assessment			Story Comprehension Assessment
Pausing Point	Review: Sound Spelling, Tricky Words, Words with Vowel Digraphs Practice Reading Phrases and Sentences Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Identifying Verbs, Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words, Phrases, and Sentences	Word Writing: One-Syllable Words, Tricky Words (with Cues) Review: Handwriting—Words with Double-Letter Consonant Sounds Response to Text: 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.

© 2018 Amplify Education, Inc. All trademarks and copyrights are the property of Amplify or its licensors.

Unit 4 | 28–31 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
1	Sound /er/ Spelled 'er'		Spelling Words Introduction: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*</i>	
2	Review: Sound /er/ Speller 'er'* Whole Group Reading	Contractions		Word Writing: One-Syllable Words (with Cues)
3	Small Group Reading Reading Comprehension: Multiple Choice (with Citation) Vowel Digraph Spellings	Contractions		Handwriting 'er': Letters and Words Word Writing: One-Syllable Words (with Cues) Response to Text: Sentences
4	Medial Sounds Sound /ar/ Spelled 'ar'* Whole Group Reading			Handwriting 'ar': Letters and Words
5	Review: Medial Sounds Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment Dictation: One-Syllable Words with /er/ and /ar/	Word Writing: One-Syllable Words with /er/ and /ar/ Response to Text: Sentences (with Citation)
6	Reading: Wiggle Cards	Contractions	Spelling Words Introduction: <i>sharp, fern, start, spoil, verb, shark, crawl, because*</i>	Word Writing: One-Syllable Words (with Cues)
7	Minimal Pairs Reading: Wiggle Cards Sound /or/ Spelled 'or' *		Two-Syllable Words	Handwriting 'or': Letters and Words *
8	Two-Syllable Words Tricky Words: <i>yesterday, today, tomorrow</i> Small Group Reading*		Dictation: Tricky Words	Word Writing: Tricky Words
9	Two-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns and Verbs	Dictation: One-Syllable Words with Digraph Vowel Sounds or an r-Controlled Syllable	Word Writing: One-Syllable Words with Digraph Vowel Sounds or an r-Controlled Syllable Response to Text: Sentences
10	Chaining: Two-Syllable Words Whole Group Reading* Reading Comprehension: Multiple Choice		Spelling Assessment	Response to Text: Sentences
11	Chaining with Two-Syllable Words Reading: Wiggle Cards *		Spelling Words Introduction: <i>barking, carpet, zipper, perfume, border, morning, forest, today*</i> Dictation: Two-Syllable Words (with Cues)	Word Writing: Two-Syllable Words (with Cues)
12	Reading: Wiggle Cards Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Verb Identification: Present and Past Tense		Sentence Writing (with Cues) Response to Text: Fill-in-the-Blank, Sentence
13	Small Group Reading *	Past, Present, and Future Verb Tenses		

* 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.

Continued...

Unit 4, Cont. | 28–31 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
14	Clapping and Reading Two-Syllable Words Review: Vowel Sounds Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences
15	Partner Reading		Spelling Assessment Chaining: One-Syllable Words	Response to Text: Sentences
16	Whole Group Reading	Verb Identification	Spelling Words Introduction: <i>sounded, lifted, pointed, parked, waved, grinned, tripped, have*</i>	Response to Text: Sentences
17	Small Group Reading	Identifying Nouns, Adjectives and Verbs		*
18	Chaining: Two-Syllable Words with Endings –ness and –less [†] *	Using Adjectives	Chaining: One-Syllable Words [†]	
19	Partner Reading	Past-Tense Verbs		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues) Response to Text: Sentences
20	Review: Sounds /ar/ , /or/ , and /er/		Spelling Assessment	Descriptive Writing: Planning Word Writing: Two-Syllable Words (with Cues)
21	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Descriptive Writing: Drafting* Response to Text: Sentences
22	* Identify Adjectives	Past-Tense Marker –ed		Descriptive Writing: Planning and Research Using Informational Text Word Writing: Two-Syllable, Past-Tense Verbs
23	Small Group Reading *			Descriptive Writing: Drafting
24	Review: Word Reading			Descriptive Writing: Editing Word Writing: Two-Syllable, Compound Words (with Cues)
25	Small Group Reading	Grammar Assessment	Dictation Assessment	Dictation Assessment Descriptive Writing: Review
26	Reading Comprehension Assessment Word Reading in Isolation Assessment			

* 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. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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

Continued...

Unit 4, Cont. | 28–31 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
27	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Pausing Point	Review: Recognizing and Isolating Sounds, Tricky Words, Minimal Pairs Reading Phrases and Sentences Reading Decodable Stories*	Identifying Verbs and Adjectives in Phrases/Sentences Understanding Past, Present, and Future Tense	Dictation: One-Syllable Words Chaining: One-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) 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. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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

Unit 5 | 22–25 days*

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

Continued...

Unit 5, Cont. | 22–25 days*

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
8	Spelling Alternatives 'j' 'g' 'ge' for /j/ Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences, Pictorial Representation
9	Tricky Spelling 'g' for /g/ and /j/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Plural Nouns*		Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues) Response to Text: Sentences (with Citation)
10				Response to Text: Paragraph
11	Spelling Alternatives 't' 'tt' 'ed' for /t/ *	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) Handwriting '!' '?' ':': Marks and Sentences
12	Review: Sister Sounds Spelling Alternatives 'd' 'dd' 'ed' for /d/ Tricky Word (<i>stage</i>) <i>coach</i> Small Group Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues) Response to Text: Sentences (with Citation)
13	Spelling Alternatives 'f' 'ff' for /f/ Small Group Reading	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Handwriting '!' '?' ':': Marks and Sentences Response to Text: Fill-in the-Blank, Sentence, Pictorial Representation (with Citation)
14	Spelling Alternatives 'v' 've' for /v/ Tricky Word <i>picture</i> Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentence (with Citation)
15	Partner Reading		Spelling Assessment	Introduction to Opinion Writing
16	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) Writing an Opinion Paragraph (Whole Group)
17	Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Writing and Opinion Paragraph (Independent) Response to Text: Sentences (with Citation) *
18	*	Sentence Building		Editing an Opinion Paragraph
19	Spelling Alternatives 'l' 'll' for /l/ Partner Reading			Word Writing: One- Syllable Words with 'l', 'll' > /l/ (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.

Continued...

Unit 5, Cont. | 22–25 days*

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
20	Reading: Wiggle Cards Review: Tricky Words Partner Reading*	Review: Adjectives	Spelling Assessment	Response to Text: Sentences (with Citation)
21	Review: Two-Syllable Words Partner Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: Two-Syllable Words (with Cues) Response to Text: Sentences (with Citation)
22	Word Recognition Assessment Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Grammar Assessment		Response to Text Response to Text: Sentences (with Citation)
Pausing Point	Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings Partner Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Statements, Questions, and Exclamations; Building Sentences	Chaining: One- and Two-Syllable Words Dictation: One- and Two-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing (with Cues) 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*

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

* 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.

Continued...

Unit 6, Cont. | 25–28 days*

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

Continued...

Unit 6, Cont. | 25–28 days*

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

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
1			Spelling Words Introduction: <i>fade, knocked, knitting, pitch, wrapper, hands, drinking, by</i> *	Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)
2	Spelling Alternatives for /ae/ Reading: Wiggle Cards			Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*
3	Small Group Reading	Review: Common, Proper and Plural Nouns		Response to Text: Sentences (with Citation)
4	Small Group Reading Reading Comprehension: Multiple Choice (with <i>Citation</i>)	Noun-Verb Agreement		Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues) Response to Text: Paragraph
5	Reading Comprehension: Multiple Choice Small Group Reading*		Spelling Assessment	
6	Small Group Reading Reading Comprehension: Multiple Choice (with <i>Citation</i>)	Noun-Verb Agreement	Spelling Words Introduction: <i>rain, hair, explain, stay, stray, display, escape, your</i> *	Word Writing: Nouns and Verbs (with Cues) Response to Text: Sentences (with Citation)
7	Partner Reading	Commas in a Series		Response to Text: Sentences (with Citation), Friendly Letter
8	Small Group Reading* Reading Comprehension: Multiple Choice (with <i>Citation</i>)	Review: Root Words and Endings		Word Writing: Two-Syllable Words with -ed and -ing Endings Sentence Writing Response to Text: Sentence (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.

Continued...

Unit 7, Cont. | 20–23 days

Lesson	Phonics & Reading	Grammar/Language	Spelling	Writing
9	Partner Reading	Review: Punctuation*		Response to Text: Sentences (with Citation)
10	Small Group Reading	Review: Punctuation	Spelling Assessment	
11	Spelling Alternatives for /oe/ Small Group Reading		Spelling Words Introduction: <i>classmate</i> , <i>airplane</i> , <i>gain</i> , <i>brainstorm</i> , <i>railway</i> , <i>layer</i> , <i>playground</i> , <i>who</i> *	Response to Text: Sentences (with Citation)
12	Small Group Reading	Building Sentences with Conjunctions		Word Writing: One-Syllable Words with 'oa' > /oe/ or 'ai', 'ay' > /ae/ (with Cues) Response to Text: Sentences (with Citation)
13	Whole Group Reading			Response to Text: Sentences (with Citation), Pictorial Representation Instructional Writing: Introduction
14	Small Group Reading*			Instructional Writing: Sequencing Steps
15	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation) Instructional Writing: Giving Good Oral Instructions
16	Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) Instructional Writing: Planning and Drafting
17	Small Group Reading			Instructional Writing: Editing and Publishing
18	Small Group Reading*	Noun-Verb Agreement Commas in a Series		Response to Text: Sentences (with Citation)
19	Silent Reading Comprehension Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
20	Fluency Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
21	Word Reading in Isolation Assessment Reading: Wiggle Cards			Word Writing: One- and Two-Syllable Words (with Cues)
Pausing Point	Review: Spelling Alternatives Reading: Wiggle Cards Reading Comprehension: Multiple Choice	Review: Quotation Marks, Commas	Chaining: One-Syllable Words Dictation: Sounds, Words, Phrases, and Sentences	Word Writing: One- and Two-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.