

**Course Description:** The second semester of First Grade Language Arts continues to provide young learners with a strong foundation in phonics, reading fluency, vocabulary development, comprehension skills, writing, and foundational grammar. Through a structured sequence of modules, students explore long vowels, vowel teams, r-controlled vowels, and other phonics patterns to develop the skills needed to decode words and improve their reading fluency. They will continue building vocabulary through context and apply comprehension strategies such as identifying characters, setting, and main ideas. Students will also learn about informational text features and structures, including how to identify the main idea and supporting details. Writing instruction becomes more rigorous, with students engaging in the writing process both within and across modules to develop opinion, informational, narrative, and research-based pieces. By the end of the semester, students will have built a solid foundation for reading fluently and writing clearly, using appropriate grammar, vocabulary, phonics, and comprehension skills.

Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 1: Long e: e_e	19.1 Long e: e_e	am do that to with	equal remove rusty sibling wonder	these eve here Pete gene theme tilt fine pin watch	<ul style="list-style-type: none"> <li>Identify e_e words and say the long e sound.</li> <li>Construct words by blending three or four sounds to make e_e words.</li> <li>Predict what will happen next in a story by using the title, pictures, and details from the text.</li> <li>Use context clues to determine the meaning of new vocabulary words.</li> <li>Distinguish between fact and opinion.</li> </ul>
	19.2 Long e: e_e				<ul style="list-style-type: none"> <li>Name the vowel sound in words.</li> <li>Recognize and read words containing the long e vowel sound spelled e_e.</li> <li>Recognize word connections.</li> <li>Recognize high-frequency words.</li> <li>Organize ideas on a topic for writing an informational paragraph.</li> </ul>
	19.3 Long e: e_e				<ul style="list-style-type: none"> <li>Name the phonemes in an e_e word.</li> <li>Recognize, decode, and read e_e words.</li> <li>Create word connections.</li> <li>Formulate questions to help guide informative writing.</li> </ul>
	19.4 Long e: e_e				<ul style="list-style-type: none"> <li>Modify words by deleting and/or adding a sound to the end of a word, making it a new word.</li> <li>Construct a topic sentence to write an informative paragraph.</li> <li>Identify alliteration.</li> </ul>

	19.5 Long e: e_e				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word.</li> <li>Read and show comprehension of simple sentences containing e_e words.</li> <li>Construct an informative paragraph.</li> <li>Retell a story using key story elements such as characters, setting, and major events.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 20: Soft c, soft g, dge	20.1 Soft c, soft g, dge	from of walk keep friend	ache bolts champion knob pattern	nice cent city age wage gel gem edge ledge wedge	<ul style="list-style-type: none"> <li>Identify soft <i>c</i>, soft <i>g</i>, <i>-dge</i> and tell the sound.</li> <li>Use text features to predict what a text will be about.</li> <li>Create a closing sentence for an informative paragraph.</li> <li>Use context clues to determine the meaning of new vocabulary words.</li> </ul>
	20.2 Soft c, soft g, dge				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in a soft <i>c</i>, soft <i>g</i>, or <i>-dge</i> word.</li> <li>Recognize and read words containing soft <i>c</i>, soft <i>g</i>, or <i>-dge</i>.</li> <li>Identify nouns and adjectives.</li> <li>Recognize high-frequency words.</li> <li>Revise an informative paragraph.</li> </ul>
	20.3 Soft c, soft g, dge				<ul style="list-style-type: none"> <li>Revise and edit an informative paragraph.</li> <li>Name the segments of soft <i>c</i>, soft <i>g</i>, and <i>-dge</i> words with 2 or 3 phonemes.</li> <li>Interpret a picture from a story and describe what is happening.</li> <li>Categorize nouns, adjectives, and verbs.</li> </ul>
	20.4 Soft c, soft g, dge				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of a word, making a new word.</li> <li>Modify a word by deleting a sound at the end of a word, making a new word.</li> <li>Categorize fact and opinion statements.</li> </ul>

	20.5 Soft c, soft g, dge				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word.</li> <li>Read and show comprehension of simple sentences containing soft <i>c</i>, soft <i>g</i>, <i>-dge</i> words.</li> <li>Create a published document of an informative paragraph.</li> <li>Show fluent reading by reading a Decodable Book.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 21: Long a: ai, ay	21.1 Long a: ai, ay	goes those been done about	glad polish dainty pain adjust	mail rain wait day today play when cube close hide	<ul style="list-style-type: none"> <li>Identify <i>ai</i> and <i>ay</i>, and tell the sound.</li> <li>Construct words by blending 3 or 4 sounds to make <i>ai</i> or <i>ay</i> words.</li> <li>Use context clues to determine the meaning of vocabulary words.</li> <li>Construct missing parts of a sentence to include the correct punctuation, capitalization, subject and predicate.</li> <li>Predict what will happen in a story and use schema to make connections to the story events.</li> </ul>
	21.2 Long a: ai, ay				<ul style="list-style-type: none"> <li>Identify the middle phoneme or vowel sound in an <i>ai</i> or <i>ay</i> word.</li> <li>Recognize and read words containing <i>ai</i>, <i>ay</i>.</li> <li>Formulate an opinion in response to a question.</li> <li>Recognize high-frequency words.</li> <li>Infer the reasons for a character's actions in a story.</li> </ul>
	21.3 Long a: ai, ay				<ul style="list-style-type: none"> <li>Identify the segments of an <i>ai</i> or <i>ay</i> word with 2-4 phonemes.</li> <li>Draw and label a picture of the characters, problem, solution, and their favorite part of a story.</li> <li>Modify sentences with punctuation.</li> <li>Identify and practice spelling words.</li> </ul>
	21.4 Long a: ai, ay				<ul style="list-style-type: none"> <li>Recognize, decode, and read ai, ay words with accuracy and fluency.</li> <li>Modify a word by adding a sound to the end of a word, making a new word.</li> <li>Modify a word by deleting a sound at the end of a word, making a new word.</li> <li>Identify the setting and problem in a story.</li> </ul>

	21.5 Long a: ai, ay				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word.</li> <li>Demonstrate the ability to independently read the decodable book with fluency.</li> <li>Create a topic sentence for an opinion paragraph.</li> <li>Retell a story using key story elements such as characters, setting, and major events.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 22: Long e: ee, ea	22.1 Long e: ee, ea	green laugh because upon out	affordable repeat serious rise chimney	see need green keep eat each please chimp what phonics	<ul style="list-style-type: none"> <li>Identify <i>ee</i>, <i>ea</i> and tell the sound</li> <li>Construct words by blending 3 or 4 sounds to make <i>ee</i> or <i>ea</i> words.</li> <li>Construct compound words.</li> <li>Create supporting reasons for an opinion paragraph.</li> </ul>
	22.2 Long e: ee, ea				<ul style="list-style-type: none"> <li>Identify the middle phoneme or vowel sound in an <i>ee</i> or <i>ea</i> word.</li> <li>Recognize and read words containing <i>ee</i>, <i>ea</i>.</li> <li>Identify the characteristics of a folktale and fable.</li> <li>Construct a concluding sentence for an opinion paragraph.</li> </ul>
	22.3 Long e: ee, ea				<ul style="list-style-type: none"> <li>Recognize, decode, and read <i>ee</i>, <i>ea</i> words.</li> <li>Identify 3 key details in a story.</li> <li>Use context clues to infer what is happening in a story and the meaning of vocabulary words.</li> <li>Compare two folktales with similar characters and experiences including the moral and theme.</li> <li>Revise an opinion paragraph.</li> </ul>
	22.4 Long e: ee, ea				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of a word, making a new word.</li> <li>Modify a word by deleting a sound at the end of a word, making a new word.</li> <li>Identify the theme and moral of a fairy tale.</li> <li>Apply concepts of capitalization, punctuation, and spelling to edit an opinion paragraph for clarity and correctness.</li> </ul>

	22.5 Long e: ee, ea				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of the word, making a new word.</li> <li>Read and show comprehension of simple sentences containing <i>ee</i>, <i>ea</i> words.</li> <li>Identify the characteristics of a nursery rhyme.</li> <li>Critique an opinion paragraph using a rubric and peer review checklist.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 23: Long o: oa, ow, oe	23.1 Long o: oa, ow, oe	both draw best light called	conduct crowded mist upset rescue	boat coat float toe goes doe bow row pet rip	<ul style="list-style-type: none"> <li>Construct long <i>o</i> words by blending sounds.</li> <li>Identify the vowel teams <i>oa</i>, <i>ow</i>, <i>oe</i> in words.</li> <li>Use context clues to determine the meaning of vocabulary words.</li> <li>Use text and pictures to predict events in a story and analyze their predictions after reading.</li> <li>Distinguish the parts of a thank-you letter.</li> </ul>
	23.2 Long o: oa, ow, oe				<ul style="list-style-type: none"> <li>Recognize high-frequency words.</li> <li>Recognize and read words containing the vowel teams <i>oa</i>, <i>ow</i>, and <i>oe</i>.</li> <li>Compare verbs and their meanings.</li> <li>Construct a rough draft for a friendly letter or thank you note.</li> </ul>
	23.3 Long o: oa, ow, oe				<ul style="list-style-type: none"> <li>Identify the phoneme segments of a long <i>o</i> word.</li> <li>Recognize, decode, and read <i>oa</i>, <i>ow</i>, and <i>oe</i> words.</li> <li>Interpret pictures from a story and describe what is happening.</li> <li>Categorize verbs with similar meanings.</li> <li>Revise a friendly letter.</li> </ul>
	23.4 Long o: oa, ow, oe				<ul style="list-style-type: none"> <li>Modify a word by deleting or adding a sound to the end of a word, making a new word.</li> <li>Compare the experiences of characters in stories.</li> <li>Revise and edit a letter by correcting capitalization, punctuation, and spelling.</li> </ul>
	23.5 Long o: oa, ow, oe				<ul style="list-style-type: none"> <li>Construct a new word by substituting a sound at the end of a word.</li> <li>Read and show comprehension of decodable sentences containing <i>oa</i>, <i>ow</i>, and <i>oe</i> words.</li> <li>Create a friendly letter or thank you note.</li> </ul>

					<ul style="list-style-type: none"> <li>Demonstrate the ability to independently read the Decodable Book with fluency.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 24: Long i: y, igh, ie	24.1 Long i: y, igh, ie	and can down the write	restart seed caterpillar attach leader	light might night fight pies lie tie cry dry my	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make <i>y</i>, <i>igh</i>, or <i>ie</i> words.</li> <li>Identify <i>y</i>, <i>igh</i>, and <i>ie</i>, and tell the sound.</li> <li>Recognize when to add <i>s</i> or <i>es</i> to make a plural noun.</li> <li>Use context clues to determine the meaning of vocabulary words.</li> <li>Infer the author's purpose based on the title of a book.</li> </ul>
	24.2 Long i: y, igh, ie				<ul style="list-style-type: none"> <li>Identify the middle phoneme or vowel sound in a <i>y</i>, <i>igh</i>, or <i>ie</i> word.</li> <li>Recognize and read words containing <i>y</i>, <i>igh</i>, <i>ie</i>.</li> <li>Compare adjectives and their meanings.</li> <li>Distinguish between plural nouns that end with <i>-s</i>, <i>-es</i>, or <i>-ies</i>.</li> <li>Cite evidence in text when responding to questions.</li> </ul>
	24.3 Long i: y, igh, ie				<ul style="list-style-type: none"> <li>Identify the segments of a <i>y</i>, <i>igh</i>, or <i>ie</i> word with 2 or 3 phonemes.</li> <li>Recognize, decode, and read <i>y</i>, <i>igh</i>, <i>ie</i> words.</li> <li>Identify irregular plural nouns.</li> <li>Connect features in the text to determine the author's purpose.</li> </ul>
	24.4 Long i: y, igh, ie				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of a word, making a new word.</li> <li>Modify a word by deleting a sound at the end of a word, making a new word.</li> <li>Categorize adjectives with similar meanings.</li> <li>Apply knowledge of singular and plural nouns by selecting and using matching verbs in complete sentences.</li> </ul>

	24.5 Long i: y, igh, ie				<ul style="list-style-type: none"> <li>• Modify a word by substituting a sound at the end of a word, making a new word.</li> <li>• Read and show comprehension of simple sentences containing <i>y, igh, ie</i> words.</li> <li>• Analyze images or summaries of text to determine the author's purpose.</li> <li>• Demonstrate the ability to independently read the Decodable Book with fluency.</li> <li>• Cite evidence in a text when providing a written response to a question.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 25: Long e: y, ey	25.1 Long e: y, ey	many very use long day	return heap apologize complain illustrator	any very many key honey money throb mail cent see	<ul style="list-style-type: none"> <li>• Construct words by blending 3 or 4 sounds to make one y or ey word.</li> <li>• Identify y, ey and tell the sound.</li> <li>• Create a plan for writing a personal narrative.</li> <li>• Use evidence from the text to infer key details to better understand a story.</li> </ul>
	25.2 Long e: y, ey				<ul style="list-style-type: none"> <li>• Identify, read, and spell high-frequency words accurately.</li> <li>• Recognize and read words containing y, ey.</li> <li>• Create a rough draft for a personal narrative paragraph.</li> <li>• Construct compound words.</li> <li>• Identify who is telling a story.</li> </ul>
	25.3 Long e: y, ey				<ul style="list-style-type: none"> <li>• Identify the segments of a y or ey word.</li> <li>• Recognize, decode, and read y, ey words.</li> <li>• Revise a personal narrative by analyzing ideas and adding or changing words to improve clarity and meaning.</li> <li>• Construct compound words by combining two known base words.</li> </ul>

	25.4 Long e: y, ey				<ul style="list-style-type: none"> <li>Modify a word by deleting a sound at the end of a word, making a new word.</li> <li>Make inferences by using text evidence to understand key details and draw conclusions about a nonfiction text. <ul style="list-style-type: none"> <li>Use knowledge of conventions to edit a narrative.</li> </ul> </li> </ul>
	25.5 Long e: y, ey				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word. <ul style="list-style-type: none"> <li>Read and show comprehension of simple sentences containing y, ey words.</li> </ul> </li> <li>Demonstrate the ability to independently read the decodable book with fluency. <ul style="list-style-type: none"> <li>Analyze narrative writing using a rubric.</li> <li>Create a published personal narrative.</li> </ul> </li> </ul>
<b>Module</b>	<b>Lesson</b>	<b>Words of the Week</b>	<b>Vocabulary</b>	<b>Spelling Words</b>	<b>Objective(s)</b>
<b>Module 26: Long u: u, ew, ue</b>	26.1 Long u: u, ew, ue	are did find we they	ripe blush croak promise startle	news threw screw blue clue crew squid thump boat day	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make a <i>u</i>, <i>ew</i>, or <i>ue</i> word. <ul style="list-style-type: none"> <li>Identify <i>u</i>, <i>ew</i>, <i>ue</i> and tell the sound.</li> <li>Distinguish cause and effect in informational text.</li> </ul> </li> <li>Use context clues to determine the meaning of new vocabulary words. <ul style="list-style-type: none"> <li>Identify the structure and key parts of a how-to piece of writing.</li> </ul> </li> </ul>
	26.2 Long u: u, ew, ue				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in a <i>u</i>, <i>ew</i>, or <i>ue</i> word. <ul style="list-style-type: none"> <li>Recognize and read words containing <i>u</i>, <i>ew</i>, <i>ue</i>.</li> </ul> </li> <li>Recognize that the Days of the Week and Months of the Year are proper nouns.</li> <li>Use text and pictures to find information in informational text. <ul style="list-style-type: none"> <li>Create directions for a How-To paragraph.</li> </ul> </li> </ul>



	26.3 Long u: u, ew, ue				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of a word, making a new word. <ul style="list-style-type: none"> <li>Recognize, decode, and read <i>u, ew, ue</i> words. <ul style="list-style-type: none"> <li>Compare two different texts.</li> </ul> </li> </ul> </li> <li>Analyze a How-To paragraph to determine if it meets requirements of a rubric.</li> </ul>
	26.4 Long u: u, ew, ue				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word. <ul style="list-style-type: none"> <li>Modify dates and names by adding capital letters.</li> </ul> </li> <li>Assess if a syllable is open or closed and identify the vowel sound made in each syllable type. <ul style="list-style-type: none"> <li>Use a rubric to edit a How-To paragraph.</li> </ul> </li> <li>Compare nonfiction passages on similar topics.</li> </ul>
	26.5 Long u: u, ew, ue				<ul style="list-style-type: none"> <li>Identify rhyming words with u, ew, ue.</li> <li>Read and show comprehension of simple sentences containing u, ew, ue words.</li> <li>Create a published How-To paragraph with digital images.</li> </ul>
<b>Module</b>	<b>Lesson</b>	<b>Words of the Week</b>	<b>Vocabulary</b>	<b>Spelling Words</b>	<b>Objective(s)</b>
<b>Module 27: R-controlled ar</b>	27.1 R-controlled ar	wash off buy today in	grateful belongs cranky dainty pretend	car apart star arm farm park globe here light float	<ul style="list-style-type: none"> <li>Construct words by blending three or four sounds to make an <i>r</i>-controlled <i>ar</i> word. <ul style="list-style-type: none"> <li>Identify <i>r</i>-controlled <i>ar</i> and tell the sound.</li> </ul> </li> <li>Use context clues to determine the meaning of vocabulary words.</li> <li>Recognize that adverbs describe how or when a verb happens. <ul style="list-style-type: none"> <li>Recognize how words with feelings help with text comprehension.</li> </ul> </li> </ul>

	27.2 R-controlled ar				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an <i>r</i>-controlled /ar/ word.</li> <li>Recognize and read words containing <i>r</i>-controlled <i>ar</i>. <ul style="list-style-type: none"> <li>Identify words that suggest feelings in a text.</li> <li>Use singular possessive nouns.</li> </ul> </li> </ul>
	27.3 R-controlled ar				<ul style="list-style-type: none"> <li>Construct a word by adding a sound to the end of a sound part.</li> <li>Draw pictures and write sentences about the characters, setting, and their favorite part of a story.</li> <li>Identify rhyme, rhythm, repetition, and alliteration in a poem.</li> <li>Construct a research question and investigate an answer to the question.</li> </ul>
	27.4 R-controlled ar				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word.</li> <li>Recognize, decode, and read <i>r</i>-controlled <i>ar</i> words with accuracy and fluency.</li> <li>Distinguish between singular and plural possessive nouns. <ul style="list-style-type: none"> <li>Identify the characteristics of a drama.</li> </ul> </li> </ul>
	27.5 R-controlled ar				<ul style="list-style-type: none"> <li>Identify a rhyming word with <i>r</i>-controlled <i>ar</i>.</li> <li>Read and show comprehension of decodable sentences containing <i>r</i>-controlled <i>ar</i> words.</li> <li>Demonstrate the ability to independently read the decodable book with fluency.</li> </ul>
<b>Module</b>	<b>Lesson</b>	<b>Words of the Week</b>	<b>Vocabulary</b>	<b>Spelling Words</b>	<b>Objective(s)</b>
<b>Module 28: R-controlled er</b>	28.1 R-controlled er	or which water drink words	construct applause roar spiral splendid	her verb never clever serve fern cry play rule when	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make an <i>r</i>-controlled <i>er</i> word. <ul style="list-style-type: none"> <li>Identify the <i>r</i>-controlled <i>er</i> and tell the sound. <ul style="list-style-type: none"> <li>Construct a second research question.</li> <li>Define words based on their affixes.</li> </ul> </li> </ul> </li> <li>Use text features to make predictions about a passage.</li> <li>Use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly in sentences.</li> </ul>

	28.2 R-controlled er				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an <i>r</i>-controlled <i>er</i> word.</li> <li>Recognize and read words containing <i>r</i>-controlled <i>er</i>. <ul style="list-style-type: none"> <li>Define and identify text features.</li> </ul> </li> <li>Identify the root word in words with inflectional endings. <ul style="list-style-type: none"> <li>Determine the main idea of a nonfiction passage.</li> </ul> </li> </ul>
	28.3 R-controlled er				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of a word, making <i>it</i> a new word. <ul style="list-style-type: none"> <li>Recognize, decode, and read <i>r</i>-controlled <i>er</i> words.</li> </ul> </li> <li>Review and use text features to find the main idea of an informational text.</li> <li>Recognize common inflectional endings (e.g., <i>-ed</i>, <i>-ing</i>, <i>-s</i>) and explain how they change the meaning of the root word.</li> <li>Identify and use articles and demonstratives correctly in sentences.</li> </ul>
	28.4 R-controlled er				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word. <ul style="list-style-type: none"> <li>Identify who is speaking in a story.</li> </ul> </li> <li>Cite evidence while answering a question about their research topic. <ul style="list-style-type: none"> <li>Recognize informational text structures.</li> </ul> </li> </ul>
	28.5 R-controlled er				<ul style="list-style-type: none"> <li>Identify rhyming words with <i>r</i>-controlled <i>er</i>.</li> <li>Read and show comprehension of simple sentences containing <i>r</i>-controlled <i>er</i> words. <ul style="list-style-type: none"> <li>Identify the main idea of an informational text.</li> </ul> </li> <li>Respond to an informational text using supporting evidence.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)

Module 29: R-controlled ir	29.1 R-controlled ir	up this make one their	simple silent delighted passenger amaze	bird third shirt dirt whirl crew squid thump boat day	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make an <i>r</i>-controlled <i>ir</i> word. <ul style="list-style-type: none"> <li>Identify <i>r</i>-controlled <i>ir</i> and tell the sound.</li> <li>Recognize contractions in a sentence.</li> </ul> </li> <li>Investigate and answer questions about their research topic. <ul style="list-style-type: none"> <li>Recognize text features in informational text.</li> </ul> </li> </ul>
	29.2 R-controlled ir				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an r-controlled ir word. <ul style="list-style-type: none"> <li>Recognize and read words containing r-controlled ir. <ul style="list-style-type: none"> <li>Define text features.</li> </ul> </li> </ul> </li> <li>Identify and apply correct subject-verb agreement in simple sentences.</li> </ul>
	29.3 R-controlled ir				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of a word, making a new word. <ul style="list-style-type: none"> <li>Identify contractions and the words they represent. <ul style="list-style-type: none"> <li>Analyze text features.</li> </ul> </li> </ul> </li> <li>Compare print features and graphic features in a nonfiction text. <ul style="list-style-type: none"> <li>Identify the author's opinion in a nonfiction text.</li> </ul> </li> </ul>
	29.4 R-controlled ir				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of a word, making a new word. <ul style="list-style-type: none"> <li>Recognize, decode, and read <i>r</i>-controlled <i>ir</i> words with accuracy and fluency. <ul style="list-style-type: none"> <li>Identify the meaning of vocabulary words.</li> </ul> </li> </ul> </li> <li>Use a table of contents to locate information in a nonfiction text.</li> <li>Distinguish between information provided by pictures and information provided by the words in a text.</li> </ul>

	29.5 R-controlled ir				<ul style="list-style-type: none"> <li>Identify a rhyming word with <i>r</i>-controlled <i>ir</i>.</li> <li>Read and show comprehension of simple sentences containing <i>r</i>-controlled <i>ir</i> words.</li> <li>Use and construct the correct contraction in a sentence.</li> <li>Determine the main idea of a nonfiction text using text features.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 30: R-controlled ur	30.1 R-controlled ur	each two know pretty our	atmosphere sneaky stormy whimper deserve	curt spurt hurt slurp purse blurt park news any dry	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make an <i>r</i>-controlled <i>ur</i> word. <ul style="list-style-type: none"> <li>Identify <i>r</i>-controlled <i>ur</i> and tell the sound.</li> <li>Formulate paragraphs for their research paper.</li> </ul> </li> </ul>
	30.2 R-controlled ur				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an <i>r</i>-controlled <i>ur</i> word.</li> <li>Recognize and read words containing <i>r</i>-controlled <i>ur</i>. <ul style="list-style-type: none"> <li>Connect sentences with different verb tenses. <ul style="list-style-type: none"> <li>Identify the theme of a short story.</li> </ul> </li> </ul> </li> </ul>
	30.3 R-controlled ur				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of a word, making a new word. <ul style="list-style-type: none"> <li>Summarize key details in a text.</li> <li>Create sentences in different verb tenses. <ul style="list-style-type: none"> <li>Identify the theme of a story.</li> </ul> </li> </ul> </li> </ul>
	30.4 R-controlled ur				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of the word, making a new word.</li> <li>Recognize, decode, and read <i>r</i>-controlled <i>ur</i> words with accuracy and fluency.</li> <li>Construct sentences by adding details, including time and place. <ul style="list-style-type: none"> <li>Identify the theme of a story.</li> </ul> </li> </ul>

	30.5 R-controlled ur				<ul style="list-style-type: none"> <li>Identify rhyming words with <i>r</i>-controlled <i>ur</i>.</li> <li>Read and show comprehension of simple sentences containing <i>r</i>-controlled <i>ur</i> words. <ul style="list-style-type: none"> <li>Demonstrate reading sentences fluently.</li> </ul> </li> <li>Construct interrogative and imperative sentences.</li> <li>Construct and expand sentences by using words that name locations, directions, and sequence.</li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 31: or, ore, oar	31.1 or, ore, oar	but yellow eye child eight	behave cue rusty transportation glum	born cord snort shore wore more snore roar board soar	<ul style="list-style-type: none"> <li>Construct words by blending three or four sounds to make an <i>r</i>-controlled <i>or, ore, oar</i> word. <ul style="list-style-type: none"> <li>Identify <i>r</i>-controlled <i>or, ore, oar</i> and tell the sound.</li> <li>Create a topic sentence for a research paragraph.</li> </ul> </li> <li>Use the illustrations and details in a nonfiction text to describe its key ideas.</li> </ul>
	31.2 or, ore, oar				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an <i>r</i>-controlled /or/ word.</li> <li>Recognize and read words containing <i>r</i>-controlled <i>or, ore, oar</i>. <ul style="list-style-type: none"> <li>Create compound sentences in response to prompts. <ul style="list-style-type: none"> <li>Use illustrations and text to describe key ideas.</li> </ul> </li> <li>Revise supporting details in a research paragraph.</li> </ul> </li> </ul>
	31.3 or, ore, oar				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of the word, making a new word. <ul style="list-style-type: none"> <li>Distinguish between information from pictures and information from text.</li> </ul> </li> <li>Revise compound sentences by expanding them in response to prompts.</li> </ul>

	31.4 or, ore, oar				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of the word, making a new word.</li> <li>Distinguish between information from pictures and information from text.</li> <li>Revise compound sentences by expanding them in response to prompts.</li> </ul>
	31.5 or, ore, oar				<ul style="list-style-type: none"> <li>Identify a rhyming word with <i>r</i>-controlled <i>or, ore, oar</i>.</li> <li>Read and show comprehension of simple sentences containing <i>r</i>-controlled <i>or, ore, oar</i> words.</li> </ul>
<b>Module</b>	<b>Lesson</b>	<b>Words of the Week</b>	<b>Vocabulary</b>	<b>Spelling Words</b>	<b>Objective(s)</b>
<b>Module 32: Short oo</b>	32.1 Short oo	away hour young follow together	scratch selfish alarm creak explore	good hood foot cookie took wood these hope graph thin	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make a word. <ul style="list-style-type: none"> <li>Identify short <i>oo</i> and tell the sound.</li> </ul> </li> <li>Use context clues to determine the meaning of vocabulary words. <ul style="list-style-type: none"> <li>Identify the meaning of an interjection.</li> </ul> </li> <li>Create a published version of a research paragraph.</li> </ul>
	32.2 Short oo				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in a short <i>oo</i> word. <ul style="list-style-type: none"> <li>Recognize and read words containing short <i>oo</i>.</li> </ul> </li> <li>Use context clues to determine the meaning of words and phrases in a story. <ul style="list-style-type: none"> <li>Construct a comment about a story.</li> </ul> </li> </ul>
	32.3 Short oo				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of the word, making a new word. <ul style="list-style-type: none"> <li>Compare two texts.</li> </ul> </li> <li>Identify the correct interjection to use in a sentence.</li> <li>Collect and display digital images in their research paragraph.</li> </ul>

	32.4 Short oo				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of the word, making a new word.</li> <li>Recognize, decode, and read short oo words with accuracy and fluency. <ul style="list-style-type: none"> <li>Construct comments about a nonfiction text. <ul style="list-style-type: none"> <li>Identify conjunctions in sentences.</li> </ul> </li> </ul> </li> </ul>
	32.5 Short oo				<ul style="list-style-type: none"> <li>Identify rhyming words with short oo.</li> <li>Read and show comprehension of simple sentences containing short oo words. <ul style="list-style-type: none"> <li>Create a sources page for a research paragraph. <ul style="list-style-type: none"> <li>Construct sentences using conjunctions.</li> </ul> </li> </ul> </li> </ul>
<b>Module</b>	<b>Lesson</b>	<b>Words of the Week</b>	<b>Vocabulary</b>	<b>Spelling Words</b>	<b>Objective(s)</b>
<b>Module 33: Long u (oo)</b>	33.1 Long u (oo)	going once when cut another	modern narrow denied precious drenched	noon food moon goose tooth room today cord curl fight	<ul style="list-style-type: none"> <li>Construct /long u/ words spelled with oo by blending 3 or 4 phonemes.</li> <li>Identify the /long u/ in words with oo and tell the sound.</li> <li>Tell the difference between fiction and nonfiction texts. <ul style="list-style-type: none"> <li>Identify features of poetry.</li> </ul> </li> </ul>
	33.2 Long u (oo)				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in /long u/ words. <ul style="list-style-type: none"> <li>Recognize and read words containing /long u/. <ul style="list-style-type: none"> <li>Categorize words by sorting them.</li> <li>Construct a rough draft of a poem.</li> </ul> </li> <li>Use adjectives with the correct level of intensity.</li> </ul> </li> </ul>
	33.3 Long u (oo)				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of the word, making a new word.</li> <li>Retell a story by writing or drawing the characters, setting, and order of events. <ul style="list-style-type: none"> <li>Revise and edit the rough draft of a poem.</li> </ul> </li> </ul>



	33.4 Long u (oo)				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of the word, making a new word.</li> <li>Recognize, decode, and read long oo words with accuracy and fluency. <ul style="list-style-type: none"> <li>Identify adjectives in a sentence.</li> </ul> </li> <li>Create a published poem and include a digital picture.</li> </ul>
	33.5 Long u (oo)				<ul style="list-style-type: none"> <li>Identify rhyming words with the /long u/ sound.</li> <li>Read and show comprehension of simple sentences containing /long u/ words. <ul style="list-style-type: none"> <li>Recite a poem fluently and with expression.</li> </ul> </li> </ul>
<b>Module</b>	<b>Lesson</b>	<b>Words of the Week</b>	<b>Vocabulary</b>	<b>Spelling Words</b>	<b>Objective(s)</b>
<b>Module 34: ou, ow</b>	34.1 ou, ow	<p>give old were small search</p>	<p>denied sob sprinkle grin lively</p>	<p>loud cloud mouse owl down how rice dish cookie noon</p>	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make an <i>ou</i> or <i>ow</i> word. <ul style="list-style-type: none"> <li>Identify <i>ou</i>, <i>ow</i> and tell the sound.</li> </ul> </li> <li>State what an author is trying to persuade the audience to do. <ul style="list-style-type: none"> <li>Formulate ideas for a persuasive paragraph.</li> </ul> </li> </ul>
	34.2 ou, ow				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an <i>ou</i> or <i>ow</i> word.</li> <li>Recognize and read words containing <i>ou</i> or <i>ow</i>.</li> <li>Define words by category and one key attribute.</li> <li>Revise and edit sentences to correct subject-verb agreement, capitalization, and punctuation errors. <ul style="list-style-type: none"> <li>Construct a rough draft of a persuasive paragraph.</li> </ul> </li> <li>Recognize a persuasive argument and supporting details.</li> </ul>
	34.3 ou, ow				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of the word, making a new word.</li> <li>Modify a word by adding a sound to the end of the word, making a new word.</li> <li>Define words by category and multiple key attributes. <ul style="list-style-type: none"> <li>Revise and edit a persuasive paragraph.</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>Determine the purpose of a persuasive paragraph.</li> </ul>
	34.4 ou, ow				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of the word, making a new word.</li> <li>Recognize, decode, and read <i>ou</i> and <i>ow</i> words with accuracy and fluency.</li> <li>Determine whether a sentence is missing a noun, a verb, or an adjective.</li> <li>Use a rubric to do a final revision of a persuasive paragraph. <ul style="list-style-type: none"> <li>Organize the parts of a persuasive paragraph.</li> </ul> </li> </ul>
	34.5 ou, ow				<ul style="list-style-type: none"> <li>Identify rhyming words with short <i>ou</i> or <i>ow</i>.</li> <li>Read and show comprehension of simple sentences containing <i>ou</i>, <i>ow</i> words.</li> <li>Create and publish a persuasive paragraph and add a digital image.</li> </ul>
<b>Module</b>	<b>Lesson</b>	<b>Words of the Week</b>	<b>Vocabulary</b>	<b>Spelling Words</b>	<b>Objective(s)</b>
<b>Module 35: oi, oy</b>	35.1 oi, oy	orange heart month warm	scold flat glad thunder invite	boil voice coin boy toy joy twirl clever blurt shore	<ul style="list-style-type: none"> <li>Construct words by blending three or four sounds to make an <i>oi</i> or <i>oy</i> word. <ul style="list-style-type: none"> <li>Identify the vowel teams <i>oi</i>, <i>oy</i> and tell the sound.</li> <li>Use details from a book to write a recommendation.</li> </ul> </li> <li>Use context clues to determine the meaning of new vocabulary words.</li> </ul>
	35.2 oi, oy				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an <i>oi</i> or <i>oy</i> word. <ul style="list-style-type: none"> <li>Recognize and read words containing <i>oi</i>, <i>oy</i>.</li> </ul> </li> <li>Categorize nouns by connecting them with adjectives.</li> <li>Use context clues to find meaning in a nonfiction text.</li> <li>Construct a rough draft of a book review paragraph.</li> </ul>

	35.3 oi, oy				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of the word, making a new word. <ul style="list-style-type: none"> <li>Recognize, decode, and read <i>oi</i>, <i>oy</i> words. <ul style="list-style-type: none"> <li>Connect words and their uses.</li> </ul> </li> </ul> </li> <li>Use context clues to find meaning in a nonfiction text.</li> <li>Revise and edit a rough draft of a book recommendation.</li> </ul>
	35.4 oi, oy				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of the word, making a new word.</li> <li>Recognize, decode, and read <i>oi</i>, <i>oy</i> words with accuracy and fluency. <ul style="list-style-type: none"> <li>Analyze writing with a rubric.</li> </ul> </li> <li>Use context clues to find the meaning of words in a nonfiction text.</li> <li>Identify nouns, verbs, adjectives, and prepositions by their use in a sentence.</li> </ul>
	35.5 oi, oy				<ul style="list-style-type: none"> <li>Identify rhyming words with <i>oi</i> or <i>oy</i>.</li> <li>Read and show comprehension of simple sentences containing <i>oi</i>, <i>oy</i> words.</li> <li>Use conjunctions, prepositions, and adverbs to complete sentences. <ul style="list-style-type: none"> <li>Publish a book review and add a digital image.</li> </ul> </li> </ul>
Module	Lesson	Words of the Week	Vocabulary	Spelling Words	Objective(s)
Module 36: air, are, ear	36.1 air, are, ear	don't aunt blue also brother	rapid startle cave crash loosen	hair fair dairy chair stare rare scare bear pear wear	<ul style="list-style-type: none"> <li>Construct words by blending 3 or 4 sounds to make an <i>air</i>, <i>are</i>, or <i>ear</i> word. <ul style="list-style-type: none"> <li>Identify <i>air</i>, <i>are</i>, <i>ear</i>, and tell the sound.</li> </ul> </li> <li>Use context clues to determine the meaning of new vocabulary words. <ul style="list-style-type: none"> <li>Create a narrative paragraph.</li> </ul> </li> </ul>

	36.2 air, are, ear				<ul style="list-style-type: none"> <li>Name the middle phoneme or vowel sound in an <i>air, are, ear</i> word.</li> <li>Recognize and read words containing <i>air, are, ear</i>.</li> <li>Connect verbs with similar meanings and adjectives with similar meanings. <ul style="list-style-type: none"> <li>Revise a personal narrative.</li> </ul> </li> </ul>
	36.3 air, are, ear				<ul style="list-style-type: none"> <li>Modify a word by adding a sound to the end of the word, making a new word. <ul style="list-style-type: none"> <li>Connect personal experiences to text. <ul style="list-style-type: none"> <li>Edit a narrative paragraph.</li> </ul> </li> </ul> </li> </ul>
	36.4 air, are, ear				<ul style="list-style-type: none"> <li>Modify a word by substituting a sound at the end of the word, making a new word.</li> <li>Recognize, decode, and read <i>air, are, ear</i> words with accuracy and fluency.</li> <li>Analyze adjectives by putting them in order from weakest to strongest. <ul style="list-style-type: none"> <li>Use a rubric to revise and reflect on writing.</li> </ul> </li> </ul>
	36.5 air, are, ear				<ul style="list-style-type: none"> <li>Read and show comprehension of simple sentences containing <i>air, are, ear</i> words.</li> <li>Create a published version of a personal narrative.</li> <li>Demonstrate fluency while reading a Decodable Book.</li> </ul>