Phonics and English 1 Scope and Sequence

Unit 1: **God’s Colorful Creation**

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| **Lesson Number** | **Phonics & English 1 TE Pages** | **Phonics 1 Practice Pages** | **Phonics & English 1 Worktext Pages** | **Phonics Storybook**  **Toolkit CD** | **English Skill** | **Phonics Skills** | **Word Families** | **Service Words** |
| 1 | 2–5 |  | 1–2 |  |  | *t* /t/ |  |  |
| 2 | 6–9 |  | 3–4 |  |  | *i* /i/ | \_it | I |
| 3 | 10–13 |  | 5–6 |  | suffix *s* /s/ | *s* /s/ |  | here |
| 4 | 14–17 |  | 7–8 |  |  | *n* /n/ | \_*in* | a |
| 5 | 18–21 |  | 9–10 |  |  | w /w/ Mr. & Mrs. Short |  | the |
| 6 | 22–25 | 1–2 | 11–12 |  |  | *h* /h/, *ss* /z/ | \_*is* /z/ |  |
| 7 | 26–29 | 3–4 | 13–14 |  |  | *d* /d/ | \_*id* | come |
| 8 | 30–33 | 5–6 | 15–16 |  | period, exclamation point | *e* /e/ | \_*ed*, \_*en*, \_*et* | this |
| 9 | 34–37 | 7–8 | 17–18 |  |  | *b* /b/ |  | color |
| 10 | 38–41 | 9–10 | 19–20 | *Sid, Wit, and Win* |  | *u* /u/ | \_*ub*, \_*un*, \_*us*, \_*ut* | love |
| 11 | 42–45 | 11–12 | 21–22 |  | uppercase letters at the beginning of sentences | *p* /p/ | \_*ip*, \_*up* | for |
| 12 | 46–49 | 13–14 | 23–24 |  | digraph *ck* | *c*, *k*, *ck* /k/ Uncle Short | \_*eck*, \_*ick*, \_*uck* | you |
| 13 | 50–53 | 15–16 | 25–26 | *Beds* |  | *a* /a/, *s* /z/ | \_*ack*, \_*ad*, \_*an*, \_*ap*, \_*as* /z/, \_*at* | are |
| 14 | 54–57 | 17–18 | 27–28 |  | question mark | final blend /nd/ | \_*and*, \_*end* | what |
| 15 | 58–61 | 19–20 | 29–30 | *Beck and Pip* |  | *l, ll* /l/ | \_*ell,* \_*ill,* \_*ull* | they |
| 16 | 62–65 | 21–22 | 31–32 |  |  | *g* /g/ | \_*ag*, \_*eg*, \_*ig*, \_*ug* | said |
| 17 | 66–69 | 23–24 | 33–34 |  |  | *nt* /nt/ | \_*ent* | to |
| 18 | 70–73 | 25–26 | 35–36 | *Pat’s Cat* | compound words | *m* /m/ | \_*am*, \_*im* | do, mother |
| 19 | 74–77 | 27–28 | 37–38 |  |  | *o* /o/ | \_*ock*, \_*od*, \_*om*, \_*op*, \_*ot* | of |
| 20 | 78–81 | 29–30 | 39–40 | *Peg’s Wig* | comma, exclamation point | initial /st/ |  | off |
| 21 | 82–85 | 31–32 | 41–42 |  |  | final /st/ | \_*ast,* \_*est,* \_*ist,* \_*ust* | want |
| 22 | 86–89 | 33–34 | 43–44 |  |  | *r* /r/ |  | one |
| 23 | 90–93 | 35–36 | 45–46 | *Kim’s Socks* |  | *v* /v/ |  | father |
| 24 | 94–97 | 37–38 | 47–48 |  |  | *f, ff* /f/ | \_*ift*, \_*uff* | your |
| 25 | 98–101 | 39–40 | 49–50 | *Nell Sits* | suffix -*ed* |  |  | brother |
| 26 | 102–5 | 41–42 | 51–52 |  |  | *j* /j/, final blend /mp/ | \_*amp*, \_*ump* | give |
| 27 | 106–9 | 43–44 | 53–54 |  | suffix -*er* | *x* /ks/, *ss* /s/ | \_*ass*, \_*ax*, \_*ess*, \_*iss*, \_*ix*, \_*ox* | have |
| 28 | 110–13 | 45–46 | 55–56 | *Tim’s Gift* |  | *y* /y/, *z* /z/ |  | was |
| 29 | 114–16 | 47–48 | 57–58 |  |  | *qu* /kw/ |  | many, any |

Phonics and English 1 Scope and Sequence

Unit 2: **Creatures Great and Small**

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| **Lesson Number** | **Phonics & English 1 TE Pages** | **Phonics 1 Practice Pages** | **Phonics & English 1 Worktext Pages** | **Phonics Storybook**  **Toolkit CD** | **English Skill** | **Phonics Skills** | **Word Families** | **Service Words** |
| 30 | 118–21 | 49–50 | 59–60 | *Camp* | suffixes -*es* and -*est* | short vowel review |  | picture |
| 31 | 122–25 | 51–52 | 61–62 |  | capitalize the names of people and the pronoun *I* | final *l* blends | \_*elt*, \_*ept* | pretty |
| 32 | 126–29 | 53–54 | 63–64 |  |  | initial *l* blends |  | other |
| 33 | 130–33 | 55–56 | 65–66 | *The Fastest Fox* |  | initial *r* blends |  | would, could |
| 34 | 134–37 | 57–58 | 67–68 |  |  | *s* blends | \_*ask* | from, away |
| 35 | 138–41 | 59–60 | 69–70 | *In the Bed* |  | *sh* /sh/ | \_*ash*, \_*ish* | two |
| 36 | 142–45 | 61–62 | 71–72 |  | -*es* (with *sh*) |  |  | put, who |
| 37 | 146–49 | 63–64 | 73–74 |  |  | *ch* /ch/ | \_*inch*, \_*uch*, \_*unch* | where |
| 38 | 150–53 | 65–66 | 75–76 | *Grandma Sat* | -*ing* | *ng* /ng/ | \_*ang*, \_*ing*, \_*ung* | some, water |
| 39 | 154–57 | 67–68 | 77–78 |  |  | *nk* /nk/ | \_*ank*, \_*ink* | there, music |
| 40 | 158–61 | 69–70 | 79–80 | *Chad’s Lunch* |  | *th* /th/ |  | hear |
| 41 | 162–65 | 71–72 | 81–82 |  |  | *wh* /hw/ |  | eyes |
| 42 | 166–69 | 73–74 | 83–84 |  | Uncle Short; -*er*, -*est*; double final consonant |  |  | door |
| 43 | 170–73 | 75–76 | 85–86 | *The King’s Men* | Uncle Short; -*ed*, -*ing*; double final consonant |  |  | floor |
| 44 | 174–77 | 77–78 | 87–88 |  |  | *ch*, *sh*, *th*, *wh* review |  | Bible, people |
| 45 | 178–81 | 79–80 | 89–90 | *Thunder* | naming words (nouns) |  |  | once |
| 46 | 182–85 | 81–82 | 91–92 |  | two-syllable words | consonant and  -*le* as a separate syllable |  | money, does |
| 47 | 186–89 | 83–84 | 93–94 |  | describing words (adjectives) | -*le* |  | were |
| 48 | 190–93 | 85–86 | 95–96 | *Winning* |  | -*ed* as /t/ |  | live |
| 49 | 194–97 | 87–88 | 97–98 |  |  | -*ed* as /d/ |  | something |
| 50 | 198–201 | 89–90 | 99–100 | *The Ranch* |  | short-vowel review |  | school, heard |
| 51 | 202–4 | 91–92 | 101–2 |  | action words (verbs) |  |  |  |

Phonics and English 1 Scope and Sequence

Unit 3: **Special Deeds and Inventions**

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| **Lesson Number** | **Phonics & English 1 TE Pages** | **Phonics 1 Practice Pages** | **Phonics & English 1 Worktext Pages** | **Phonics Storybook**  **Toolkit CD** | **English Skills** | **Phonics Skills** | **Word Families** | **Service Words** |
| 52 | 206–9 | 93–94 | 103–4 |  |  | introduce long-vowel characters |  | every, everybody |
| 53 | 210–13 | 95–96 | 105–6 | *Fun on the Branch* |  | *ā* with Marker *e* | \_*ade*, \_*ake*, \_*ale*, \_*ame*, \_*ane*, \_*ape*, \_*ate*, \_*ave* | work |
| 54 | 214–17 | 97–98 | 107–8 |  |  | *ī* with Marker *e* | \_*ide*, \_*ike*, \_*ile*, \_*ime*, \_*ine*, \_*ire*, \_*ite*, \_*ive* | done |
| 55 | 218–21 | 99–100 | 109–10 | *Uncle Tim* |  | *ō* with Marker *e* | \_*oke*, \_*ole*, \_*one* | family |
| 56 | 222–25 | 101–2 | 111–12 |  |  | *ū* with Marker *e* | \_*ule*, \_*une*, \_*ute* |  |
| 57 | 226–29 | 103–4 | 113–14 |  |  | long-vowel review |  |  |
| 58 | 230–33 | 105–6 | 115–16 | *The Fire* |  | adding -*ing* and -*ed* to long-vowel words |  | full |
| 59 | 234–37 | 107–8 | 117–18 |  |  | long-vowel review |  | pull |
| 60 | 238–41 | 109–10 | 119–20 | *Luke’s Flute* | capitalize the days of the week |  |  | their |
| 61 | 242–45 | 111–12 | 121–22 |  |  | *ā* as in *ai*, introduce Miss Long with Miss Silent | \_*ail*, \_*ain* | war, son |
| 62 | 246–49 | 113–14 | 123–24 |  |  | *ā* as in *ay* | \_*ay* | been |
| 63 | 250–53 | 115–16 | 125–26 | *Skating* | reading commas | *ē* as in an open syllable | \_*e* | learn |
| 64 | 254–57 | 117–18 | 127–28 |  |  | *ee*, *ea* | \_*eam*, \_*eat*, \_*ee*, \_*eep*, \_*eet* | friend |
| 65 | 258–61 | 119–20 | 129–30 | *Dan’s Day* |  | *ee*, *ea*, *ey* |  | buy |
| 66 | 262–65 | 121–22 | 131–32 |  |  | review adding -*ed* and -*ing* to long- and short-vowel words |  | again |
| 67 | 266–69 | 123–24 | 133–34 |  |  | *y* as long *e* |  | don’t |
| 68 | 270–73 | 125–26 | 135–36 | *The Beaver* |  | review |  | warm |
| 69 | 274–77 | 127–28 | 137–38 |  |  | Miss Long and Miss Silent |  | heart, Christmas |
| 70 | 278–81 | 129–30 | 139–40 | *Here and There* |  | *ie* as *ī* | \_*ie* | thought |
| 71 | 282–85 | 131–32 | 141–42 |  |  | *y* as *ī* | \_*y* | Christ |
| 72 | 286–89 | 133–34 | 143–44 |  |  | \_*igh* as *ī* | \_*igh*, \_*ight* | children |
| 73 | 290–91 | 135–36 | 145–46 | *Sailing* |  | review |  |  |
| 74 | 292–95 | 137–38 | 147–48 |  |  | review *ī* |  |  |
| 75 | 296–99 | 139–40 | 149–50 | *Shy Dwight* |  | *oa*, *oe* | \_*oast*, \_*oat*, \_*oe* | front |
| 76 | 300–301 | 141–42 | 151–52 |  |  | *ow*, *own* | \_*ow*, \_*own* |  |
| 77 | 302–5 | 143–44 | 153–54 |  | compound words |  |  |  |
| 78 | 306–9 | 145–46 | 155–56 | *The Steamboat* | sentences; sentence word order |  |  |  |
| 79 | 310–13 | 147–48 | 157–58 |  |  | *ō* in an open syllable | *\_o* | wash |
| 80 | 314–17 | 149–50 | 159–60 | *Snow* |  | review *ū* | \_*ue* |  |
| 81 | 318–21 | 151–52 | 161–62 |  |  | review -*le* |  | great |
| 82 | 322–25 | 153–54 | 163–64 |  |  | long- and short-vowel review |  | another |
| 83 | 326–27 | 155–56 | 165–66 | *Last Tuesday* |  | review adding -*ed* and -*ing* |  | watch |
| 84 | 328–31 | 157–58 | 167–68 |  |  | words beginning with soft *c* |  | America |
| 85 | 332–35 | 159–60 | 169–70 | *The Ladybug* |  | soft *c* within a word | \_*ace*, \_*ice* | very |
| 86 | 336–38 | 161–62 | 171–72 |  |  | hard *c* |  | quiet |

Phonics and English 1 Scope and Sequence

Unit 4: **Adventures**

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| **Lesson Number** | **Phonics & English 1 TE Pages** | **Phonics 1 Practice Pages** | **Phonics & English 1 Worktext Pages** | **Phonics Storybook**  **Toolkit CD** | **English Skills** | **Phonics Skills** | **Word Families** | **Service Words** |
| 87 | 340–43 | 163–64 | 173–74 |  | synonyms |  |  |  |
| 88 | 344–47 | 165–66 | 175–76 | *Princess Nancy* |  | *ar* | \_*ar*, \_*ark*, \_*arm*, \_*art* |  |
| 89 | 348–51 | 167–68 | 177–78 |  | contractions | *ar* |  | gone |
| 90 | 352–55 | 169–70 | 179–80 | *Space* |  | *or* | \_*ore*, \_*orn* | obey |
| 91 | 356–59 | 171–72 | 181–82 |  | synonyms |  |  | busy |
| 92 | 360–63 | 173–74 | 183–84 |  |  | review *ar*, *or* |  | through |
| 93 | 364–67 | 175–76 | 185–86 | *Karl’s Cart* |  | *er* |  |  |
| 94 | 368–71 | 177–78 | 187–88 |  |  | *ur* |  |  |
| 95 | 372–75 | 179–80 | 189–90 | *Running* |  | *ir* | \_*irl*, \_*irt* | laugh |
| 96 | 376–79 | 181–82 | 191–92 |  | review *er/ur/ir* | review *er/ur/ir* |  | Pedro |
| 97 | 380–83 | 183–84 | 193–94 |  |  | review Bossy *r* |  | year |
| 98 | 384–87 | 185–86 | 195–96 | *Curt’s Surprise* | Cowboy Day |  |  | only |
| 99 | 388–91 | 187–88 | 197–98 |  | capitalize the months of the year |  |  | shoe, push |
| 100 | 392–95 | 189–90 | 199–200 | *A Birdfeeder* | opposites |  |  | Dr. |
| 101 | 396–99 | 191–92 | 201–2 |  |  | *oo* | \_*ool*, \_*oom*, \_*oon*, \_*oot* |  |
| 102 | 400–403 | 193–94 | 203–4 |  |  | *oo* |  |  |
| 103 | 404–7 | 195–96 | 205–6 | *The Cat* |  | *oo* | \_*ood*, *ook* | won |
| 104 | 408–11 | 197–98 | 207–8 |  |  | *oo* |  |  |
| 105 | 412–15 | 199–200 | 209–10 | *The Barnyard* |  | review *oo, oo* |  |  |
| 106 | 416–19 | 201–2 | 211–12 |  | synonyms and antonyms |  |  |  |
| 107 | 420–23 | 203–4 | 213–14 |  |  | *ow* | \_*ow*, \_*own* | special, ear |
| 108 | 424–27 | 205–6 | 215–16 | *A Party Dish* |  | *ow*, *ou* | \_*our*, \_*ouse*, \_*out*, \_*ound* | answer |
| 109 | 428–31 | 207–8 | 217–18 |  |  | initial soft *g* |  | four |
| 110 | 432–35 | 209–10 | 219–20 | *The Clown Act* |  | soft *g* within words and final soft *g* | \_*age* | should, easy |
| 111 | 436–39 | 211–12 | 221–22 |  | prepositions | review hard and soft *c* and *g* |  | together |
| 112 | 440–43 | 213–14 | 223–24 |  |  | *oi*, *oy* | *\_oil, \_oy* | woman |
| 113 | 444–47 | 215–16 | 225–26 | *A Hole in the Road* |  | *oi*, *oy* |  | sure |
| 114 | 448–51 | 217–18 | 227–28 |  | contractions |  |  |  |
| 115 | 452–55 | 219–20 | 229–30 | *A Noise* |  | *au/aw* | \_*aw*,\_*awn* |  |
| 116 | 456–58 | 221–22 | 231–32 |  | Clown Day | *al* | \_*all* | Christian |

Phonics and English 1 Scope and Sequence

Unit 5: **Making Melody**

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| **Lesson Number** | **Phonics & English 1 TE Pages** | **Phonics 1 Practice Pages** | **Phonics & English 1 Worktext Pages** | **Phonics Storybook**  **Toolkit CD** | **English Skills** | **Phonics Skills** | **Word Families** | **Service Words** |
| 117 | 460–63 | 223–24 | 233–34 |  | days of the week; contractions | *al, au, aw, oi, oy, ow, ou* |  | eight |
| 118 | 464–67 | 225–26 | 235–36 | *The Drawing Book* |  | *o* /ô/ | \_*oft*, \_*ong*, \_*oss*, \_*ost* | move |
| 119 | 468–71 | 227–28 | 237–38 |  | capitalize the names of special places |  |  |  |
| 120 | 472–75 | 229–30 | 239–40 | *Balls* | compound words |  |  |  |
| 121 | 476–79 | 231–32 | 241–42 |  |  | consonant + -*le* |  | brought |
| 122 | 480–83 | 233–34 | 243–44 |  |  | -*dge* | \_*edge*, \_*udge* |  |
| 123 | 484–87 | 235–36 | 245–46 | *A Long Line* |  | -*tch* | \_*atch*, \_*itch* |  |
| 124 | 488–91 | 237–38 | 247–48 |  |  |  |  |  |
| 125 | 492–95 | 239–40 | 249–50 | *Fudge* |  |  |  | word |
| 126 | 496–99 | 241–42 | 251–52 |  |  | review *oo* | \_*off*, \_*og*, \_*oth* | tear(s) |
| 127 | 500–503 | 243–44 | 253–54 |  |  | *air, are* | \_*air*, \_*are* |  |
| 128 | 504–7 | 245–46 | 255–56 | *Mitch’s Fall* |  | *ph*, silent *gh* |  |  |
| 129 | 508–11 | 247–48 | 257–58 |  | suffixes -*ed*, -*ing*; comparison with -*er*, -*est* |  |  | dear, near |
| 130 | 512–15 | 249–50 | 259–60 | *A Jog* | suffixes -*ly*, -*ness*, -*ment* |  |  |  |
| 131 | 516–19 | 251–52 | 261–62 |  | alphabetical order; homonyms |  |  |  |
| 132 | 520–23 | 253–54 | 263–64 |  | comparison with -*er*, -*est* |  |  |  |
| 133 | 524–27 | 255–56 | 265–66 | *Exploring* | suffixes -*ing*, -*ed*, -*ly*; rhyming words with different spellings |  |  |  |
| 134 | 528–31 | 257–58 | 267–68 |  | analogies |  |  |  |
| 135 | 532–35 | 259–60 | 269–70 | *Who Am I?* | punctuation |  |  |  |
| 136 | 536–39 | 261–62 | 271–72 |  | prefixes *un*-, *a*- |  |  |  |
| 137 | 540–43 | 263–64 | 273–74 |  | prefixes *re*-, *be*- |  |  |  |
| 138 | 544–47 | 265–66 | 275–76 | *What Am I?* | review suffixes and prefixes |  |  |  |
| 139 | 548–50 | 267–68 | 277–78 |  |  | *y* as long *e* or *i* |  |  |

Phonics and English 1 Scope and Sequence

Unit 6: **Treasures**

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| **Lesson Number** | **Phonics & English 1 TE Pages** | **Phonics 1 Practice Pages** | **Phonics & English 1 Worktext Pages** | **Phonics Storybook**  **Toolkit CD** | **English Skills** | **Phonics Skills** | **Word Families** | **Service Words** |
| 140 | 552–55 | 269–70 | 279–80 | *Helping Farmer Joe* | describing words; alphabetical order | *air, are* | \_*air*, \_*are* | won’t |
| 141 | 556–59 | 271–72 | 281–82 |  |  | *ie* as in *field* and *chief* | \_*ief*, \_*ield* |  |
| 142 | 560–63 | 273–74 | 283–84 |  |  | review Miss Silent before Miss Long |  |  |
| 143 | 564–67 | 275–76 | 285–86 | *Mrs. Hill’s Day* |  | changing *y* to *i* before suffixes |  |  |
| 144 | 568–71 | 277–78 | 287–88 |  |  | *ea* as *ĕ* | \_*ead* |  |
| 145 | 572–75 | 279–80 | 289–90 | *The Cookie Bake* |  | *ī* in closed syllables | \_*ild*, \_*ind* | guess |
| 146 | 576–79 | 281–82 | 291–92 |  |  | *ō* in closed syllables | \_*old*, \_*oll*, \_*olt* | treasure |
| 147 | 580–83 | 283–84 | 293–94 |  |  | *lf* as in *calf* and *lk* as in *walk* | \_*alf*, \_*alk* |  |
| 148 | 584–87 | 285–86 | 295–96 | *She Cries* |  | silent *w* |  |  |
| 149 | 588–91 | 287–88 | 297–98 |  |  | silent *k* |  |  |
| 150 | 592–95 | 289–90 | 299–300 | *Gold Hunt* | paragraph formatting, main idea, and supporting details | silent *b* |  |  |
| 151 | 596–99 | 291–92 | 301–2 |  |  | *oo* spelled as *ew* | \_*ew* |  |
| 152 | 600–603 | 293–94 | 303–4 |  |  | *oo* spelled as *ew* |  |  |
| 153 | 604–7 | 295–96 | 305–6 | *On the Porch* |  | review silent *b*, *k*, *l*, *w* | \_*umb* | enough |
| 154 | 608–11 | 297–98 | 307–8 |  | syllable generalizations with double consonants |  |  |  |
| 155 | 612–15 | 299–300 | 309–10 | *Drew’s Stew* | contractions |  |  |  |
| 156 | 616–19 | 301–2 | 311–12 |  | capitalization |  |  |  |
| 157 | 620–23 | 303–4 | 313–14 |  | syllable generalizations with two consonants |  |  | guard |
| 158 | 624–27 | 305–6 | 315–16 | *A Walk* |  | review \_*ong*, \_*oss*, \_*ost* |  |  |
| 159 | 628–29 | 307–8 | 317–18 |  |  | review *y* as *ī* |  |  |
| 160 | 630–33 | 309–10 | 319–20 | *Howie Howls* | classifying |  |  |  |
| 161 | 634–37 | 311–12 | 321–22 |  | dividing compound words and double consonants |  |  |  |
| 162 | 638–41 | 313–14 | 323–24 |  |  | review *l* and *r* blends |  |  |
| 163 | 642–45 | 315–16 | 325–26 | *The Letter* | capitalization | *r* |  |  |
| 164 | 646–49 | 317–18 | 327–28 |  |  | review long vowels |  |  |
| 165 | 650–51 | 319–20 | 329–30 |  |  | review final blends |  |  |