

# State of Alabama Department of Education

## English Language Arts Grades K-3 Instructional Materials Adoption

### Reading League Curriculum Evaluation Tool Alignment for Voyager Passport Supplementary K-5 ELA Program

**Submitted to:**

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# Word Recognition

## Word Recognition Non-Negotiables

In *Voyager Passport* students receive a variety of practice with words they have been taught. The program teaches phonics and spelling lessons systematically and explicitly beginning in kindergarten. As students acquire facility in word reading in the upper grades, the emphasis shifts more to vocabulary and comprehension.

<b>Explicit instruction of phoneme awareness, phonics, and spelling.</b>	<p><i>Voyager Passport</i> addresses phonemic awareness, phonics, and spelling explicitly, logically, and systematically, with specific instructions for teaching.</p> <p><b>Level A Teacher Edition, Part A - Adventure 5, Lesson 1;</b> pg. 241-242 - Phonemic Awareness: Onset-Rime Blending; Phonics: Blending and Segmenting</p> <p><b>Level B Teacher Edition, Part A - Adventure 6, Lesson 2;</b> pg. 318-319, 321 - Phonemic Awareness: Phoneme Segmentation; Letter and Sound Identification: Introduce <i>br, cr, dr, fr, gr, pr, tr</i>; Spelling: Words with <i>r</i> Blends</p> <p><b>Level C Teacher Edition, Part A - Adventure 1, Lesson 8;</b> pg. 44-45; 46 - Phonemic Awareness: Word Segmentation and Blending; Letter and Sound Identification: Initial and Final Blends; Spelling: Words with Initial and Final Blends</p>
<b>Systematic scope and sequence of skills building from simple to complex.</b>	<p>Please find the detailed Skills Trace for <i>Voyager Passport</i> in the Appendix or located at <a href="https://bit.ly/3TASYB7">https://bit.ly/3TASYB7</a>.</p>
<b>Curriculum and support materials that provide opportunities for practice and</b>	<p>During the Word Works lessons, which are specific to phonological awareness, phonics, spelling, and understanding the meaning of words, students practice phonological awareness; review previous lessons; are</p>

## Word Recognition Non-Negotiables

**interleaving of elements taught (e.g., phonics, decoding, encoding).**

introduced to new concepts; practice decoding, reading, or encoding with support from the teacher; and make connections to word meanings. Students apply their phonics skills to spelling and writing.

**Level B Teacher Edition, Part A - (Practice) - Adventure 1 Lesson 9;** pg. A9 - Letter and Sound Identification: Phonics

**Level C Teacher Edition, Part A - (Practice) - Adventure 2 Lesson 1, 3-4, 6-7, 9;** pg. A8 -A11 - Word Building: Adding -s and -es; Recognize Sight Words; Adding -ed and -ing to Words; Make Words with *sh, th, ch, q(u), kn, wr*; Words with *ee* and *oo*; Write in Response to Reading: Draw and Describe

**Level D Teacher Edition, Part A - (Practice) - Adventure 1, Lessons 1-2;** pg. A2 - Fluency: 3 Read; Timed Reading; Spelling: Words with *a, i*; Write in Response to Reading: Informative Writing

## Phonological and Phoneme Awareness

*Voyager Passport* addresses Phonological and Phonemic awareness explicitly, logically, and systematically with specific instructions for teaching. Activities include environmental sound recognition, rhymes, poems, and songs. Students count, identify, or isolate phonemes, learning to isolate beginning, middle, and ending sounds in words. This prepares students for the key skills of segmenting and blending words and sounds (e.g., Stretch and Slide activities).

## Phonological and Phoneme Awareness

<p><b>Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).</b></p>	<p><i>Voyager Passport</i> address phonological awareness through syllable, rhyme and onset-rhyme practice as seen in the lesson examples below.</p> <p><i>Voyager Passport</i> supports students at the phoneme level with instruction in blending phonemes, segmenting words into phonemes, recognizing how phonemes modify a word, and manipulating phonemes.</p> <p><b>Level A Teacher Edition, Part A - Adventure 3, Lesson 3;</b> pg. 130 - Phonemic Awareness: Syllable Deletion</p> <p><b>Level B Teacher Edition, Part A - Adventure 4, Lesson 6;</b> pg. 216 - Phonemic Awareness: Onset-Rime Blending</p> <p><b>Level C Teacher Edition, Part B - Adventure 9, Lesson 4;</b> pg. 108 - Phonological Awareness: Syllable Isolation</p>
<p><b>Phonemic awareness is taught directly, explicitly, and systematically.</b></p>	<p>Phoneme awareness is taught throughout <i>Voyager Passport</i> providing direct, explicit instruction on sound-letter relationships, rhyming words, alliterations, syllables, and vowels sounds.</p> <p><b>Level A Teacher Edition, Part B - Adventure 10, Lesson 7;</b> pg. 182 - Phonemic Awareness: Middle Sound Substitution</p> <p><b>Level B Teacher Edition, Part A - Adventure 1, Lesson 1;</b> pg. 4 - Phonemic Awareness: Discriminate Phonemes</p> <p><b>Level C Teacher Edition, Part A - Adventure 4, Lesson 1;</b> pg. 188 - Phonemic Awareness: Track Sound Changes</p>
<p><b>Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air</b></p>	<p><i>Voyager Passport</i> has a Sound Library in the Web Resources that have videos that show how the</p>

## Phonological and Phoneme Awareness

<p>flow, tongue and lip placement, vocal cord voicing are happening).</p>	<p>articulatory gestures of air flow, tongue and lip placement, vocal cord voicing should be done correctly.</p> <p><b>Level A Teacher Edition, Part A - Adventure 2, Lesson 1;</b> pg. 58 - Letter and Sound Identification: Introduce /t/, t, T</p>
<p><b>Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, individual phonemes in blends).</b></p>	<p>Students practice counting, identifying, and isolating phonemics in Word Works lessons, learning to isolate beginning, middle, and ending sounds.</p> <p><b>Level A Teacher Edition, Part B - Adventure 7, Lesson 1;</b> pg. 5 - Phonemic Awareness: First Sound Matching</p> <p><b>Level B Teacher Edition, Part B - Adventure 10, Lesson 6;</b> pg. 218 - Phonemic Awareness: Middle Vowel Substitution</p> <p><b>Level C Teacher Edition, Part A - Adventure 2, Lesson 6;</b> pg. 94 - Phonemic Awareness: Initial, Final, and Medial Sound Identification</p> <p><b>Level D Teacher Edition, Part A - Adventure 6, Lesson 6;</b> pg. 292 - 2-Minute Warm-Up: Initial Consonant Blends: <i>st, gr, sm, fl</i></p>

## Phonics and Phonic Decoding

The phonics instruction in *Voyager Passport* provides multiple exposures to specific patterns and words. Consonant and vowel patterns represent all the productive patterns that need to be taught. In addition, word families are presented, as well as non-phonetic sight words.

## Phonics and Phonic Decoding

<p><b>Letter-sound correspondences are taught to automaticity in an explicit manner.</b></p>	<p>Sound letter relationships are explicitly taught in a systematic way, continually adding to the students' knowledge base with letter-sound relationships leading from VC, CVC, CCVC, and CVCC words to syllabication patterns and morphology of roots and affixes.</p> <p><b>Level B Teacher Edition, Part A - Adventure 1, Lesson 1;</b> pg. 6 - Letter and Sound Identification: Introduce <i>a, A, s, S</i></p> <p><b>Level B Teacher Edition, Part A - Adventure 4, Lesson 2;</b> pg. 194 - Letter and Sound Identification: Introduce <i>sn, sm</i></p> <p><b>Level D Teacher Edition, Part A - Adventure 1, Lesson 2;</b> pg. 10 - Letter and Sound Identification: Introduce <i>e, o, u</i></p> <p><b>Level D Teacher Edition, Part A - Adventure 1, Lesson 7;</b> pg. 38 - Letter and Sound Identification: Introduce <i>ay, oa</i></p>
<p><b>Phonics instruction includes cumulative review including application in reading and writing.</b></p>	<p><i>Voyager Passport</i> includes robust explicit phonics instruction including review and application. In all levels, students apply phonics instruction and word analysis skills both in isolation and in text.</p> <p><b>Level C Teacher Edition, Part A - Adventure 1, Lesson 2;</b> pg. 10, 11, 13 - Letter and Sound Identification: Introduce <i>i, I</i>; Word Reading: Introduce words with <i>i</i>; Spelling (writing): Words with <i>i</i></p> <p><b>Level D Teacher Edition, Part A - Adventure 1, Lesson 8;</b> pg. 42 - Letter and Sound Identification: Introduce <i>ea, y as /i/</i>; Word Reading: Words with <i>y as /i/, ea</i></p>
<p><b>Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex</b></p>	<p><i>Voyager Passport</i> includes a mixture of vowel and consonant instruction that is sequenced providing explicit instruction for even our youngest learners including one-</p>

## Phonics and Phonic Decoding

**phonic patterns (i.e., instruction begins with short vowels and consonants).**

to-one letter-sound correspondence for the most frequent sounds for each consonant and long and short sounds for each vowel.

**Level A Teacher Edition, Part B - Adventure 8, Lesson 4;**  
pg. 68 - Letter and Sound Identification: Review Letters and Sounds (*a - h*)

**Level B Teacher Edition, Part A - Adventure 2, Lesson 8;**  
pg. 105 - Letter and Sound Identification: Review *n, c, u, b, R, k, j, O*

**Level C Teacher Edition, Part A - Adventure 1, Lesson 4;**  
pg. 23 - Word Reading: Introduce Words with *u* and Initial Consonant Blends

**Level D Teacher Edition, Part A - Adventure 6, Lesson 3;**  
pg. 280 - 2-Minute Warm-Up: Words with *-le*

**Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.**

Segmenting within *Voyager Passport* begins at the earliest levels with explicit instruction on segmenting and blending syllables. It is systematically practiced, leading to the instruction of reading unfamiliar multisyllabic words both in and out of context.

**Level B Teacher Edition, Part B - Adventure 7, Lesson 6;**  
pg. 35 - Spelling: Words with *oa*

**Level C Teacher Edition, Part A - Adventure 1, Lesson 8;**  
pg. 47 - Spelling: Words with initial and final blends

**Level D Teacher Edition, Part A - Adventure 1 Lesson 4;**  
pg. 25 - Spelling: Words with *ch, wh, kn, wr*



## Phonics and Phonic Decoding

<p><b>Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.</b></p>	<p><i>Voyager Passport</i> uses the knowledge of letter-sound correspondences to explicitly teach word structure and applying phonics to word analysis and decoding.</p> <p><b>Level B Teacher Edition, Part B - Adventure 8, Lesson 3;</b> pg. 80 - Rule-Based Words: Multisyllabic Words - Open and Closed Syllables</p> <p><b>Level C Teacher Edition, Part A - Adventure 4, Lesson 3;</b> pg. 201 - Rule-Based Words: Two- to Three-Letter Words Ending in a Vowel</p> <p><b>Level D Teacher Edition, Part A - Adventure 3, Lesson 6;</b> pg. 147 - Word Reading: Words with <i>ou</i>, <i>aw</i>, <i>ie</i></p>
<p><b>Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.</b></p>	<p>N/A - Grade level appropriate irregularly spelled words are taught.</p>
<p><b>Opportunities to practice decoding words in isolation are provided.</b></p>	<p><i>Voyager Passport</i> provides opportunities to decode words both in isolation and within text.</p> <p><b>Level B Teacher Edition, Part B - Adventure 11, Lesson 1;</b> pg. 253 - Word Reading - Vocabulary Support</p> <p><b>Level C Teacher Edition, Part B - Adventure 10, Lesson 1;</b> pg. 157 - Before Reading - Vocabulary Introduction</p> <p><b>Level D Teacher Edition, Part A - Adventure 5, Lesson 6;</b> pg. 247 - Before Reading - Vocabulary Introduction</p>

## Phonics and Phonic Decoding

<p><b>Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading and spelling).</b></p>	<p><i>Voyager Passport</i> provides ample opportunities for review of phonics and encoding skills.</p> <p><b>Level B Teacher Edition, Part B - (Differentiated Instruction) - Adventure 11, Lesson 10;</b> pg. 307 - Activity 4 - Spelling</p> <p><b>Level C Teacher Edition, Part A - Adventure 4, Lesson 6;</b> pg. 219 - Spelling – Review</p> <p><b>Level D Teacher Edition, Part A - (Practice) - Adventure 1, Lesson 1:</b> pg. A2 - Spelling: Words with <i>a, i</i></p>
<p><b>Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.</b></p>	<p>Letter-sound knowledge within <i>Voyager Passport</i> is explicitly taught and practiced.</p> <p><b>Level A Teacher Edition, Part B - Adventure 8, Lesson 1;</b> pg. 57-58 - Word Reading: VC, CVC, CVCC Words; During Reading - Story Reading</p> <p><b>Level B Teacher Edition, Part A - Adventure 5, Lesson 3;</b> pg. 263; 267 - Word Reading: Review; During Reading: Author's Purpose</p> <p><b>Level C Teacher Edition, Part A - Adventure 1, Lesson 1;</b> pg. 5; 9 - Word Reading: Introduce Words with <i>a</i>; During Reading: Sequence Events</p>
<p><b>Advanced Word Study (Grades 2 and above): Instruction begins with basic letter-sound correspondences followed by increasingly more complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).</b></p>	<p>Vocabulary instruction in <i>Voyager Passport</i> includes specific instruction in morphology. Word Study activities include Latin and Greek morphemes to help students understand the meaning of words.</p> <p><b>Level C Teacher Edition, Part A - Adventure 3, Lesson 6;</b> pg. 154 - Letter and Sound Identification: Introduce <i>c as</i></p>

## Phonics and Phonic Decoding

	<p>/s/, g as/j/; <b>Adventure 4, Lesson 2</b>; pg. 195 - Word Families: Words with <i>-ice, -eat</i></p> <p><b>Level D Teacher Edition, Part A - Adventure 4, Lesson 6</b>; pg. 196-197 - Letter and Sound Identification: Introduce <i>oi</i>; Word Reading: Words with <i>oi</i>; Spelling: Words with <i>oi</i></p>
<p><b>Advanced Word Study (Grades 2 and above): Includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels).</b></p>	<p>During Word Works lessons, students practice advanced phonics skills, including blends, digraphs, and vowel teams. These skills are reinforced as students learn more about words and their word parts in higher levels.</p> <p><b>Level C Teacher Edition, Part A - Adventure 5, Lesson 2</b>; pg. 256-257 - Letter and Sound Identification: Introduce <i>ou</i>; Word Reading: Introduce Words with <i>ou</i></p> <p><b>Level D Teacher Edition, Part B - Adventure 12, Lesson 6</b>; pg. 254 - 2-Minute Warm-Up: Consonant Digraphs</p>
<p><b>For Multilingual Learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word(s).</b></p>	<p>ELL support is integrated into all Passport lessons, including callout boxes that remind teachers to provide students examples of how to use words in sentences, explain meaning with concrete representations, etc.</p> <p><b>Level A Teacher Edition, Part B - Adventure 7, Lesson 2</b>; pg. 9 - English Language Learners (ELL Support)</p> <p><b>Level C Teacher Edition, Part A - Adventure 2, Lesson 7</b>; pg. 103 - English Language Learners (ELL Support)</p> <p><b>Level D Teacher Edition, Part B - Adventure 12, Lesson 3</b>; pg. 242 - English Language Learners (ELL Support)</p>
<p><b>For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in</b></p>	<p>Note: <i>Voyager Passport</i> provides a Contrastive Analysis with eleven languages to assist teachers in understanding the difficulties English Language Learners may encounter</p>

## Phonics and Phonic Decoding

**addition to explicit attention to those not present in their home language.**

when acquiring English. The Contrastive Analysis is located online in the Teacher Resources.

## Fluency

Fluency instruction in *Voyager Passport* includes teacher modeling of appropriate reading rates and pacing, accuracy, and expression (prosody). Fluency instruction begins in kindergarten with early reading skills—including naming letters, sounds, and word automaticity—and proceeds to text-level reading as students develop more advanced reading skills. The fluency strand provides passages in print and online so that students have ample text that scaffolds in length and difficulty for reading practice.

**Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.**

Students are given multiple guided and independent opportunities to practice phonics skills to ensure fluent decoding. Fluency books in the lower levels of *Voyager Passport* are all decodable so developing readers can practice and apply newly acquired letter-sound correspondence knowledge.

**Level A Teacher Edition, Part B - Adventure 8, Lesson 1;**  
pg. 56 - Letter and Sound Identification: Review Letters and Sounds; Phonological Awareness: Initial Sound Matching

**Level B Teacher Edition, Part A - Adventure 2, Lesson 2;**  
pg. 71 - Letter and Sound Identification: Introduce *d, D, w, W*; Review *N, n, m, T, t, w, a, G, g, d, D, o, O, j, J, D, d*

**Level C Teacher Edition, Part A - Adventure 1, Lesson 3;**  
pg. 17 - Letter and Sound Identification: Introduce *e, E, o, O*; Review

## Fluency

<p><b>Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.</b></p>	<p>Provided consistently throughout the program are key instructional strategies such as teacher modeling, guided and independent practice, and immediate corrective feedback. Students practice reading orally with accuracy, at an appropriate rate, and with expression.</p> <p><b>Level A Teacher Edition, Part B - Adventure 12, Lesson 1;</b> pg. 252-253 - During Reading: Story Reading</p> <p><b>Level B Teacher Edition, Part A - Adventure 5, Lesson 4;</b> pg. 273 - During Reading: Visual Imagery</p> <p><b>Level C Teacher Edition, Part B - Adventure 7, Lesson 1;</b> pg. 6 - During Reading: Sequence Events; Verify Outcomes; Read for Prosody</p>
<p><b>Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.</b></p>	<p>Reading accurately with an appropriate rate and expression is practiced within <i>Voyager Passport</i>.</p> <p><b>Level B Teacher Edition, Part B - Adventure 11, Lesson 8;</b> pg. 297 - During Reading: Facts and Details</p> <p><b>Level C Teacher Edition, Part B - Adventure 7, Lesson 4;</b> pg. 18 - Timed Fluency Reading</p> <p><b>Level D Teacher Edition, Part A - Adventure 2, Lesson 6;</b> pg. 95 - During Reading: Verify Predictions; Read for Fluency</p>
<p><b>Word-level fluency practice is provided.</b></p>	<p>Word level fluency is practiced, and students are taught to reread and use context to confirm understanding.</p> <p><b>Level B Teacher Edition, Part A - Adventure 5, Lesson 9:</b> pg. 298 - Word Families: Introduce <i>-ock, -ump</i></p> <p><b>Level C Teacher Edition, Part A - Adventure 6, Lesson 3;</b> pg. 325 - Word Families: Words with <i>-ink, -ank, -unk</i></p>

## Fluency

	<p><b>Level D Teacher Edition, Part A - Adventure 1, Lesson 7;</b> pg. 39 - Word Families: Words with <i>-ay, -ap</i></p>
<p><b>Connected text fluency practice is provided.</b></p>	<p><i>Voyager Passport</i> includes a variety of topics and text types.</p> <p><b>Level B Teacher Edition, Part B - Adventure 10, Lesson 1;</b> pg. 194-195 - During Reading: Draw Conclusions; Fluency with Prosody</p> <p><b>Level C Teacher Edition, Part A - Adventure 6, Lesson 1;</b> pg. 317 - During Reading: Adjust Reading Rate; Main Idea and Details</p> <p><b>Level D Teacher Edition, Part A - Adventure 2, Lesson 3;</b> pg. 79 - During Reading: Identify Facts and Details; Fluency with Prosody</p>
<p><b>For Multilingual Learners, additional support is included whenever possible to ensure students understand the meaning of words being read.</b></p>	<p><i>Voyager Passport</i> assists ELL students through specific reinforcements throughout the lessons. Teachers are reminded to review passages before instruction and select any words that may confusing to multilingual learners and pre-teach critical vocabulary, explicit modeling, and frequent teacher-student interaction.</p> <p><b>Level B Teacher Edition, Part A - Adventure 4, Lesson 3;</b> pg. 204 - English Language Learners (ELL Support)</p> <p><b>Level C Teacher Edition, Part A - Adventure 2, Lesson 6;</b> pg. 98 - English Language Learners (ELL Support)</p> <p><b>Level D Teacher Edition, Part A - Adventure 2, Lesson 2;</b> pg. 73 - English Language Learners (ELL Support)</p>

# Language Comprehension

## Non-Negotiables for Language Comprehension (LC), Reading Comprehension (RC), and Writing (W)

*Voyager Passport* materials provide support for language comprehension with a critical vocabulary introduction in every Read to Understand component of the lesson. These supports clearly define critical vocabulary using photos, images, or symbolic representations to help students make connections with prior knowledge.

<b>There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.</b>	<p><i>Voyager Passport</i> has a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system. See specific examples below. The Scope and Sequence of <i>Voyager Passport</i> was carefully developed based on research-based skill progressions. Please find the detailed Skills Trace for <i>Voyager Passport</i> in the Appendix or located at <a href="https://bit.ly/3TASYB7">https://bit.ly/3TASYB7</a>.</p>
<b>Students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read alouds, at language levels beyond students' reading levels.</b>	<p>Teachers introduce rich vocabulary words and complex syntax during discussions throughout each lesson. Grammar and language instruction is embedded as it relates to comprehension.</p> <p><b>Level B Teacher Edition, Part B - Adventure 12, Lesson 1;</b> pg. 318, 319 - Before Reading: Connect Text to Text, Vocabulary Words - Compound Words: During Reading: Facts and Details; After Reading: Read and Follow Step-by-Step Instructions</p> <p><b>Level C Teacher Edition, Part B - Adventure 12, Lesson 6;</b> pg. 193 - Before Reading: Identify Figurative Language; Author's Purpose, Vocabulary Introduction; During</p>

## Non-Negotiables for Language Comprehension (LC), Reading Comprehension (RC), and Writing (W)

	<p>Reading: Explicit and Implicit Main Idea; After Reading: Identify Figurative Language; Author's Purpose</p> <p><b>Level D Teacher Edition, Part B - Adventure 8, Lesson 6;</b> pg. 71, 72, 73 - Before Reading: Preview Text, Vocabulary Introduction; During Reading: Vocabulary - Parts of Words</p>
<p><b>For Multilingual Learners, instruction in English language development (ELD) and acquisition is included to support reading comprehension and continued reading and writing development.</b></p>	<p>Multilingual Learners receive extra support to develop language, including oral language development strategies throughout the Teacher Editions, frequent teacher and student discussions.</p> <p><b>Level B Teacher Edition, Part B - Adventure 10, Lesson 6;</b> pg. 223 - English Language Learners (ELL Support)</p> <p><b>Level C Teacher Edition, Part B - Adventure 9, Lesson 3;</b> pg. 113 - English Language Learners (ELL Support)</p> <p><b>Level D Teacher Edition, Part A - Adventure 2, Lesson 1;</b> pg. 66 - English Language Learners (ELL Support)</p>

## Background Knowledge

The Adventure Starter introduces students to topics and builds background knowledge of the Adventure topic. The lesson engages students in rich discussions and introduces key concepts. In the Before Reading part of the lesson, the purpose for reading is set and students identify text features, structures, and genre. Students also build background knowledge, make predictions and participate in discussions about the topic.



## Background Knowledge

**Read-aloud opportunities (for students who are still learning the code) and text reading opportunities (for students who are automatic with the code) feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas.**

Students begin instruction with different skills and background knowledge. Each *Voyager Passport* Adventure begins with an Adventure Starter to introduce background knowledge and key concepts. *Voyager Passport* provides a balance of both informational and narrative age-appropriate text. The topics of these passages include topics from the content areas such as science topics like wildlife, water, space, and deep sea exploration; social studies topics such as community engagement, money, and changes throughout history; health topics such as decision making, personal connections, and responsibility.

**Level B Teacher Edition, Part B - Adventure 8, Lesson 1;**  
pg. 70, 71 - Before Reading: Compare and Contrast, Vocabulary - Science Words; During Reading: Facts and Details

**Level C Teacher Edition, Part B - Adventure 10, Lesson 8;**  
pg. 189, 190 - Before Reading: Build Background Knowledge; Text Connections; Vocabulary Introduction; During Reading: Generate Questions

**Level D Teacher Edition, Part B - Adventure 8, Lesson 2;**  
pg. 55, 56 - Before Reading: Activate Prior Knowledge, Vocabulary Review; During Reading: Vocabulary; Context Clues

**Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.**

Each *Voyager Passport* Adventure starts with an Adventure Starter that introduces students to topics and builds background knowledge of the Adventure topic. This lesson engages student in real world life experiences discussions and introduces key concepts. Adventure titles that prompt students to think about how what they're learning applies to their everyday lives include: *The World*

## Background Knowledge

	<p><i>Around Us, Community Cruise (helping one another), Being Part of a Community, Ticket to Citizenship, What Defines Your Culture?</i></p> <p><b>Level A Teacher Edition, Part A - Adventure 4, Adventure Starter;</b> pg. 176, 177 - Building Background Knowledge: Being Part of a Community; Probing Question: Where are places that people live?</p> <p><b>Level C Teacher Edition, Part A - Adventure 6, Lesson 3;</b> pg. 328, 329 - Before Reading: Predict Outcomes, Vocabulary - Content Words; During Reading: Verify Outcomes</p> <p><b>Level D Teacher Edition, Part B - Adventure 9, Adventure Starter;</b> pg. 94, 95 - Building Background Knowledge: That Makes Cents! (Sense); Probing Question: How do we use money?</p>
<p><b>For Multilingual Learners,</b> opportunities are identified for building background knowledge in a students' home language whenever possible.</p>	<p><i>Voyager Passport</i> is an English reading intervention. Building background knowledge opportunities are provided in every Adventure Starter and throughout the Read to Understand component of the lessons. English Language Learners Support boxes provide insight and instructional opportunities for teachers to use as students work to develop the English language.</p> <p><b>Level B Teacher Edition, Part B - Adventure 9, Adventure Starter;</b> pg. 102, 103 - English Language Learners (ELL Support)</p> <p><b>Level C Teacher Edition, Part A - Adventure 3, Adventure Starter;</b> pg. 125 - English Language Learners (ELL Support)</p> <p><b>Level C Teacher Edition, Part A - Adventure 5, Lesson 4;</b> pg. 272 - English Language Learners (ELL Support)</p>

## Background Knowledge

**Level D Teacher Edition, Part A - Adventure 6, Adventure Starter;** pg. 271 - English Language Learners (ELL Support)

## Vocabulary

*Voyager Passport* addresses vocabulary through direct and indirect experiences with oral and printed language. Specific instruction in morphology provides students with insight to word meaning. Discussion points and questions allow students to examine new words in a variety of contexts while connecting words and concepts to their prior knowledge.

**Vocabulary instruction includes robust teacher-student and student-student conversations in order to support an understanding of literal and inferential comprehension of word knowledge within text.**

*Voyager Passport* includes robust conversations with discussion points and questions allowing students to examine new words in a variety of contexts while connecting words and concepts to their prior knowledge.

**Level B Teacher Edition, Part B - Adventure 12, Lesson 2;** pg. 324, 325 - Before Reading: Vocabulary - Words with -ful; abbreviations; During Reading: Facts and Details

**Level C Teacher Edition, Part B - Adventure 10, Lesson 1;** pg. 157, 158 - Before Reading: Vocabulary Introduction; During Reading: Literary Devices

**Level D Teacher Edition, Part A - Adventure 4, Lesson 6;** pg. 198, 199 - Before Reading: Vocabulary Introduction; During Reading: Read for a Purpose; Text Connections

**Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).**

*Voyager Passport's* flexible instructional model accommodates diverse learners, enabling educators to adapt the level of instructional intensity to the needs of each student. All vocabulary words, including those for

## Vocabulary

	<p>Tier II and Tier III, are pre-taught in isolation and then embedded in engaging print and online formats.</p> <p><b>Level B Teacher Edition, Part B - Adventure 8, Lesson 3;</b> pg. 82, 83 - Before Reading: Use and Interpret Information Sources; Vocabulary - Social Studies Words; During Reading: Use and Interpret Information Sources</p> <p><b>Level B Teacher Edition, Part B - Adventure 12, Lesson 6;</b> pg. 346 - Before Reading: Literary Genres; Vocabulary - Synonyms; During Reading: Draw Conclusions</p> <p><b>Level C Teacher Edition, Part B - Adventure 12, Lesson 3;</b> pg. 278 - 280 - Before Reading: Preview Image(s) and Text; Predict Outcomes; Vocabulary Introduction; During Reading: Generate Questions</p>
<p><b>Tier 2 words are taught explicitly, and students are given opportunities to use them in their speech, see them in print, and use them in writing (when appropriate).</b></p>	<p>All vocabulary words, including those for Tier 2, are pre-taught in isolation and then embedded in engaging print and online formats.</p> <p><b>Level B Teacher Edition, Part B - Adventure 9, Lesson 1;</b> pg. 129, 131 - Word Reading: Introduce Words with <i>ar</i>; Spelling: Words with <i>ar</i></p> <p><b>Level C Teacher Edition, Part A - Adventure 2, Lesson 2;</b> pg. 73, 75 - Word Reading: Introduce Words with <i>sh</i>; Spelling: Words with <i>sh</i></p> <p><b>Level D Teacher Edition, Part A - Adventure 1, Lesson 4;</b> pg. 23, 25 - Word Reading: Words with <i>ch, wh, kn, wr</i>; Spelling: Words with <i>ch, wh, kn, wr</i></p>

## Vocabulary

**Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes.**

Within *Voyager Passport*, students receive systematic instruction in morphology to help students understand the meaning of words.

**Level B Teacher Edition, Part B - Adventure 12, Lesson 7;**  
pg. 350 - Word Building: Words with *re-*

**Level C Teacher Edition, Part B - Adventure 8, Lesson 1;**  
pg. 50 - Advanced Word Study: Suffixes *-er, est*

**Level D Teacher Edition, Part B - Adventure 12, Lesson 1;**  
pg. 234 - Advanced Word Study: Latin Roots: *form, port*

**For Multilingual Learners, instruction in ELD is included to support continued vocabulary development.**

*Voyager Passport* includes explicit instruction in the English Language Development Standards, including being asked to say the words they are learning aloud several times throughout instruction, repeating after the teacher, etc.

**Level A Teacher Edition, Part B - Adventure 7, Lesson 1;**  
pg. 7 - English Language Learners (ELL Support)

**Level B Teacher Edition, Part A - Adventure 4, Lesson 3;**  
pg. 204 - English Language Learners (ELL Support)

**Level C Teacher Edition, Part A - Adventure 6, Lesson 4;**  
pg. 334 - English Language Learners (ELL Support)

## Knowledge of Language Structures

Specific grammar and language instruction is embedded as it relates to comprehension. Additional practice components provide targeted instruction in grammar and language, including parts of speech, semantics, and syntax.

<p><b>There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.</b></p>	<p>There is limited print, grammar, and syntax (sentence structure) instruction to support the scope and sequence of <i>Voyager Passport</i> intervention lessons. For a comprehensive language scope and sequence refer to the state/district-adopted ELA program.</p>
<p><b>Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.</b></p>	<p><i>Voyager Passport</i> includes explicit instruction in sentence-level comprehension. Specific grammar and language instruction is embedded as it relates to comprehension, and additional practice components provide targeted instruction in grammar and language, including parts of speech and semantics in simple, compound, and complex sentences.</p> <p><b>Level B Teacher Edition, Part A - (Practice) - Adventure 6, Lesson 8;</b> pg. A52 - Language: Conjunctions</p> <p><b>Level B Teacher Edition, Part B - (Practice) - Adventure 7, Lesson 6;</b> pg. A7 - Language: Simple and Compound Declarative Sentences</p> <p><b>Level C Teacher Edition, Part A - (Practice) - Adventure 4, Lesson 4;</b> pg. A21 - Language: Reflexive Pronouns</p> <p><b>Level C Teacher Edition, Part A - (Practice) - Adventure 5, Lesson 4;</b> pg. A28 - Language: Simple and Compound Sentences</p>
<p><b>Instruction includes sufficient time for discussion, including teacher modeling of conversational conventions, appropriate tone and rate, and development of full ideas and complete sentences.</b></p>	<p><i>Voyager Passport</i> provides ample time for discussion. Teacher modeling is throughout. Students practice grammar and language conventions including full sentences and complete ideas.</p> <p><b>Level B Teacher Edition, Part B - (Practice) - Adventure 7, Lesson 1;</b> pg. A2 - Language: Subject-Verb Agreement</p> <p><b>Level C Teacher Edition, Part B - Adventure 10, Lesson 8;</b> pg. 188 - Advanced Word Study: Homophones</p>

	<p><b>Level D Teacher Edition, Part B - Adventure 8, Lesson 1;</b> pg. 50 - Language: Irregular Verb Tenses</p>
<p><b>For speakers of English language variations, use an asset-based approach to engage in a contrastive analysis between home and school language including sentence structures, suffixes, and subject-verb agreement.</b></p>	<p>Note: <i>Voyager Passport</i> provides a Contrastive Analysis that includes 11 languages, as well as the language variation for African-American English to assist teachers in using an asset-based approach between home and school language. The Contrastive Analysis is located online in the Teacher Resources.</p>

## Verbal Reasoning

In *Voyager Passport*, verbal reasoning is explicitly taught in the Adventure Starter and the Read to Understand components of the lessons. Some of the skills addressed in the lessons include making inferences, drawing conclusions, answering explicit and implicit questions, compare and contrast, and activate prior knowledge.

<p><b>Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate/accurate background knowledge.</b></p>	<p>Students are provided opportunities for metacognition and the use of background knowledge to create inferences.</p> <p><b>Level B Teacher Edition, Part A - Adventure 3, Lesson 8;</b> pg. 171 - After Reading: Answer Explicit and Implicit Questions; Make Inferences</p> <p><b>Level C Teacher Edition, Part A - Adventure 2, Lesson 9;</b> pg. 115 - After Reading: Verify Outcomes; Make Inferences</p> <p><b>Level D Teacher Edition, Part B - Adventure 9, Lesson 6;</b> pg. 118 - During Reading: Make Inferences</p>
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## Verbal Reasoning

<p><b>Students are instructed how to articulate ideas by using inferential language (i.e., ideas beyond the immediate context of what they read) in conversation.</b></p>	<p><i>Voyager Passport</i> includes several opportunities for students to analyze and discuss passages by making inferences.</p> <p><b>Level B Teacher Edition, Part B - Adventure 10, Lesson 7;</b> pg. 229 - After Reading: Make Inferences</p> <p><b>Level C Teacher Edition, Part B - Adventure 8, Lesson 6;</b> pg. 72 - During Reading: Make Inferences</p> <p><b>Level D Teacher Edition, Part B - Adventure 10, Lesson 3;</b> pg. 153 - After Reading: Make Inferences, Determine Theme</p>
<p><b>Students are instructed how to use narrative language to describe a series of events, both fictional and non-fictional.</b></p>	<p>After reading passages, instruction guides students to retell, summarize main themes and understandings, answer questions, and evaluate what they read.</p> <p><b>Level B Teacher Edition, Part B - (Practice) - Adventure 7, Lesson 9;</b> pg. A9 - Write in Response to Reading: Sequence Events</p> <p><b>Level C Teacher Edition, Part A - Adventure 1, Lesson 1;</b> pg. 9 - During Reading: Sequence Events</p> <p><b>Level D Teacher Edition, Part A - Adventure 5, Lesson 6;</b> pg. 248, 249 - During Reading: Sequence</p>
<p><b>Instruction includes queries to develop a student's ability to think about their thinking while they read.</b></p>	<p>Students are taught comprehension strategies to monitor their understanding of text through questioning, summarizing, generating main ideas, predicting and verifying predictions, etc.</p> <p><b>Level B Teacher Edition, Part B - Adventure 8, Lesson 7;</b> pg. 105 - After Reading: Generate Questions</p>



## Verbal Reasoning

**Level C Teacher Edition, Part B - Adventure 9, Lesson 2;**  
pg. 106 - During Reading: Generate Questions

**Level D Teacher Edition, Part B - Adventure 7, Lesson 4;**  
pg. 18 - During Reading: Generate Questions

## Literacy Knowledge

Passages within each level of *Voyager Passport* provide a balance of both informational and narrative text, including a variety of genres. The passages include topics from the content areas such as, wildlife, water, space, and deep-sea exploration; social studies topics like community engagement, money, and changes throughout history; and health topics like decision-making, personal connections, and responsibility. Passages represent a variety of cultures and time periods and reflect the ever-changing environment that students are a part of.

**Appropriate genre types and features are explicitly taught.**

*Voyager Passport* explicitly teaches genre types and features with a balance of informational and narrative text.

**Level B Teacher Edition, Part A - Adventure 1, Lesson 6;**  
pg. 36, 37 - Before Reading: Vocabulary - Genre Study;  
During Reading: Genre Study

**Level C Teacher Edition, Part A - Adventure 4, Lesson 1;**  
pg.193 - During Reading: Text Features

**Level D Teacher Edition, Part A - Adventure 3, Lesson 2;**  
pg. 130-131 - Before Reading: Narrative Text Features;  
During Reading: Read for a Purpose; Narrative Text Features

**Explicit instruction of text types (e.g., cause and effect, problem/solution,**

*Voyager Passport's* Read to Understand component allows students to analyze and synthesize text using the

## Literacy Knowledge

<p><b>sequence, time order, compare and contrast) and signal words.</b></p>	<p>Before Reading, During Reading, and After Reading strategies to facilitate the comprehension of text types, including Cause and Effect, Problem/Solution, Compare and Contrast, etc.</p> <p><b>Level A Teacher Edition, Part B - Adventure 10, Lesson 8;</b> pg. 189 - After Reading: Cause and Effect</p> <p><b>Level B Teacher Edition, Part B - Adventure 8, Lesson 3;</b> pg. 83 - After Reading: Compare and Contrast</p> <p><b>Level C Teacher Edition, Part A - Adventure 1, Lesson 6;</b> pg. 37 - After Reading: Problem and Solution</p>
<p><b>Graphic organizers are provided to support student understanding of text and genre types.</b></p>	<p>Throughout lessons, students examine various text structures passages using graphic organizers.</p> <p><b>Level A Teacher Edition, Part A - Adventure 2, Lesson 1;</b> pg. 62, 63 - Vocabulary: Graphic Organizer</p> <p><b>Level B Teacher Edition, Part A - Adventure 2, Lesson 9;</b> pg. 114, 115 - During Reading: Graphic Organizers</p> <p><b>Level C Teacher Edition, Part B - Adventure 7, Lesson 7;</b> pg. 31 - After Reading: Graphic Organizer: Main Idea</p>

# Reading Comprehension

## Reading Comprehension

*Voyager Passport* includes both listening and reading comprehension skills that are taught explicitly in small, sequential steps and modeled by teachers. Key comprehension strategies are carefully scaffolded by modeling, guided practice, and independent application in a Before Reading, During Reading, and After Reading format. Students are taught comprehension strategies to monitor their understanding of text through questioning, summarizing, generating main ideas, predicting and verifying predictions, and examining various text structures using graphic organizers.

**The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.**

*Voyager Passport* provides rich and engaging read-aloud experiences.

**Level A Teacher Edition, Part A - Adventure 5, Lesson 4;**  
pg. 260 - Comprehension: Supporting Details

**Level A Teacher Edition, Part A - Adventure 6, Lesson 1;**  
pg. 305 - Comprehension: Facts and Details

**Level A Teacher Edition, Part A - Adventure 6, Lesson 8;**  
pg. 345 - Comprehension: Facts and Supporting Details

**Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.**

*Voyager Passport* provides an adequate number of items or activities related to the concept or skill to monitor and guide student practice. During the lesson sequence, time is allotted to allow students independent practice to ensure mastery of skills. Student practice to reinforce proficiency with concepts and skills in print and online. Teacher supervision is gradually released as students become more confident in their learning.

**Level B Teacher Edition, Part B - Adventure 7, Lesson 8;**  
pg. 48-49 - Before Reading: Teacher Read-Aloud; During

## Reading Comprehension

	<p>Reading: Generate Questions; After Reading: Explicit and Implicit Questions</p> <p><b>Level C Teacher Edition, Part B - Adventure 8, Lesson 8;</b> pg. 80-81 - During Reading: Make Inferences; Think-Aloud; After Reading: Identify Story Elements; Problem and Solution</p> <p><b>Level D Teacher Edition, Part B - Adventure 9, Lesson 8;</b> pg. 118-119 -During Reading: Summarize; Think -Aloud; After Reading: Checking for Understanding</p>
<p><b>Advanced (Grades 2-5) For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and knowledge-building informational texts.</b></p>	<p>Both listening and reading comprehension skills are taught explicitly in small, sequential steps and modeled by teachers. <i>Voyager Passport</i> used several factors in determining/analyzing the text complexity for the passages in the Read to Understand component of the program: Text Type, Lexile Range, Level of Meaning/Purpose, Language Type, and Knowledge Demands (Life, Reading, Cultural).</p> <p><b>Level B Teacher Edition, Part B - Adventure 8, Lesson 1;</b> pg. 70 - Before Reading: Compare and Contrast; Teacher Read-Aloud</p> <p><b>Level C Teacher Edition, Part B - Adventure 12, Lesson 3;</b> pg. 278-280 - Before Reading: Preview Images and Text; Predict Outcomes; During Reading: Generate Questions</p> <p><b>Level D Teacher Edition, Part A - Adventure 6, Lesson 6;</b> pg. 293-294 - Before Reading: Preview Text; During Reading: Main Idea</p>

# Writing

## Handwriting

*Voyager Passport* is a reading intervention program targeting the five essential components of reading. Explicit handwriting instruction is provided in Level A only. Handwriting is also available online as an additional resource to use with other levels. These resources include videos that show how to properly form capital and lowercase letters and explicit handwriting lessons.

**There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.**

Letter formation, posture and grip are explicitly taught with ample opportunities for practice.

**Level A Teacher Edition, Part A - Adventure 1, Lesson 1;**  
pg. 5 - Letter and Sound Identification: Introduce /m/, m, M

**Level A Teacher Edition, Part A - Adventure 1, Lesson 8;**  
pg. 40 - Letter and Sound Identification: Introduce /k/, c, C

**Level A Teacher Edition, Part A - Adventure 2, Lesson 1;**  
pg. 58 - Letter and Sound Identification: Introduce /t/, t, T

**Handwriting instruction features lined paper to guide letter formation.**

The online handwriting resources in *Voyager Passport* includes lined paper, as shown in the Appendix.

**Handwriting Online Resources** - Foundational Skills:  
Handwriting Lessons: A-Z

**Handwriting Library Online** - Capital & Lowercase Videos:  
A-Z

Please see samples of *Voyager Passport*'s handwriting resources in our Appendix below, as well as at <https://bit.ly/3Ma0K28>.

## Handwriting

**Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.**

N/A - *Voyager Passport* is a reading intervention solution, not core reading and writing instruction.

Handwriting is incorporated with explicit instruction for forming uppercase and lowercase letters using the appropriate directionality.

## Spelling

*Voyager Passport* Levels B, C, and D (grades 1, 2, and 3) provide numerous opportunities for practice reading and spelling, both phonemically regular and irregular words. Words with irregular spelling patterns are also taught explicitly and incorporated in review. The phonics and spelling instruction in *Voyager Passport* is directly linked to word, sentence, and passage reading.

**There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.**

The Scope and Sequence of *Voyager Passport* was carefully developed based on research-based skill progressions. Please find the detailed Skills Trace for *Voyager Passport* in the Appendix or located at <https://bit.ly/3TASYB7>.

**Level A Teacher Edition, Part B - Adventure 8, Lesson 6 thru Adventure 12, Lesson 9;** Phonics, Word Reading, and Spelling

**Level B Teacher Edition, Part A and B - Adventure 2, Lesson 1 thru Adventure 12, Lesson 9;** Letter and Sound Identification, Word Reading and Spelling

**Level C Teacher Edition, Part A - Adventure 1, Lesson 1 thru Adventure 6, Lesson 9;** Word Reading and Spelling

**Level D Teacher Edition, Part A - Adventure 1, Lesson 1 thru Adventure 4, Lesson 9;** Word Reading and spelling

## Spelling

**Patterns taught for decoding are also practiced in encoding/spelling lessons.**

*Voyager Passport* uses letter-sound patterns taught within spelling lessons.

**Level B Teacher Edition, Part B - Adventure 7, Lesson 8;**  
pg. 46-47 - Word Reading: Introduce Words with *oi*;  
Spelling: Words with *oi*

**Level C Teacher Edition, Part A - Adventure 4, Lesson 2;**  
pg. 195; 197 - Word Reading: Introduce Words with *oa*;  
Spelling: words with *oa*

**Level D Teacher Edition, Part A - Adventure 3, Lesson 1;**  
pg. 122-123 - Word Reading: Words with *igh*, *ll*, *ss*, *zz*, *ff*;  
Word Building: Contractions; Spelling: Words with *igh*, *ll*,  
*ss*, *zz*, *ff*, and contractions

**(Grades 2-5 Advanced Word Study):  
Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.**

In the higher grades, students receive explicit instruction in advanced word study, including Latin and Greek morphemes, productive patterns, affixes, etc.

**Level C Teacher Edition, Part A - Adventure 5, Lesson 2;**  
pg. 259 - Spelling: Words with *ou*

**Level D Teacher Edition, Part A - Adventure 3, Lesson 2;**  
pg. 129 - Spelling: words with *ow*, *ie*, and Compounds

## Composition

*Voyager Passport* students have an opportunity to respond to reading with writing activities embedded within Read to Understand practice components. Writing Projects are included in Adventures 10–12 of each level. These provide students with explicit instruction and project-like experiences to complete the more formal writing process.

## Composition

**Writing is taught through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.**

*Voyager Passport* practices the “I do,” “We do,” “You do” gradual release method of instruction. Students are confident in their ability to produce on their own before they are required to attempt practice on their own. Writing Projects provide targeted instruction on the formal writing process.

**Level A Teacher Edition, Part B - (Writing Project) - Adventure 11;** pg. A42-A43 - Narrative Writing

**Level B Teacher Edition, Part B - (Writing Project) - Adventure 11;** pg. A46-A49 - Opinion Writing

**Level C Teacher Edition, Part B - (Writing Project) - Adventure 12;** pg. A42-A45 - Narrative Writing

**Writing is structured; models and graphic organizers are provided to support composition and promote executive functioning.**

Writing projects provide additional time for targeted instruction in the formal writing process. Within each lesson teachers are provided information regarding how much to support students.

**Level B Teacher Edition, Part B - (Writing Project) - Adventure 12, Session 4;** pg. A51 - Plan Your Steps

**Level C Teacher Edition, Part B - (Writing Project) - Adventure 11, Session 2;** pg. A38 - Make an Opinion Statement

**Level D Teacher Edition, Part B - (Writing Project) - Adventure 10, Session 2;** pg. A40 - Model Story Elements

**Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing.**

*Voyager Passport* instructs students to demonstrate conventions in English grammar and usage when writing or speaking.



## Composition

	<p><b>Level B Teacher Edition, Part B - (Practice) - Adventure 7, Lesson 1;</b> pg. A2 - Language: Subject-Verb Agreement</p> <p><b>Level C Teacher Edition, Part A - (Practice) - Adventure 4, Lesson 1;</b> pg. A18 - Language: Collective Nouns</p> <p><b>Level D Teacher Edition, Part B - (Practice) - Adventure 7, Lesson 6;</b> pg. A4 - Vocabulary: Sentence Writing</p>
<p><b>Writing instruction includes a variety of text types (e.g., narrative, informational, persuasive).</b></p>	<p>Writing instruction in <i>Voyager Passport</i> includes a variety of types of texts and content.</p> <p><b>Level A Teacher Edition, Part B - (Writing Project) - Adventure 10;</b> pg. A40-A41 - Opinion Writing</p> <p><b>Level B Teacher Edition, Part B - (Writing Project) - Adventure 10;</b> pg. A42-A45 - Narrative Writing</p> <p><b>Level C Teacher Edition, Part B - (Writing Project) - Adventure 12;</b> pg. A42-A45 - Informative Writing</p>

# Assessment

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## Non-Negotiables for Assessment

The formative assessments in *Voyager Passport*, Adventure Checkpoints, can provide teachers with continuous data and ongoing feedback regarding students' strengths and weaknesses. Teachers can use the information to provide targeted data-driven instruction to meet students' needs and direct them to skill mastery. Checkpoints allow teachers to efficiently, quickly, and systematically identify those students who have mastered a taught skill and those students who require additional instruction.

<b>A school or LEA's suite of assessments provide multiple data points to understand students' word recognition and language comprehension abilities.</b>	N/A
<b>Assessment data is used to differentiate instruction across tiers of instruction based on student progress.</b>	<i>Voyager Passport</i> Adventure Checkpoint data is used to determine if Differentiated Instruction is needed based on student progress.
<b>Assessments are standardized, reliable, and valid for the intended purpose.</b>	<i>Voyager Passport</i> Adventure Checkpoints are reliable and valid for the intended instructional purposes.

## Assessment

The formative assessments in *Voyager Passport*, Adventure Checkpoints, can provide teachers with continuous data and ongoing feedback regarding students' strengths and weaknesses. Teachers can use the information to provide targeted data-driven instruction to meet students' needs and direct them to skill mastery. Checkpoints allow teachers to efficiently, quickly, and systematically identify those students who have mastered a taught skill and those students who require additional instruction. In addition, Voyager Sopris offers Acadience Learning as a universal screener.

**Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.**

*Voyager Passport* Adventure Checkpoints allow teachers to monitor progress efficiently, quickly, and systematically to identify those students who have mastered taught foundational skills and those students who require more differentiated instruction.

The assessment tools in *Voyager Passport* can provide teachers with continuous data and ongoing feedback regarding students' strengths and weaknesses. The program includes initial Placement Tests to help understand the strengths and weaknesses of each student and to determine the best entry point into *Voyager Passport*. The application of weekly or biweekly assessments utilizing lessons 5 and 10, or check points, from each adventure, provides continuous opportunities to measure student progress.

## Assessment

<p><b>Foundational skills assessments identify students' instructional needs.</b></p>	<p><i>Voyager Passport</i> Adventure Checkpoints allow teachers to efficiently, quickly, and systematically identify those students who have mastered taught foundational skills and those students who require more differentiated instruction.</p> <p><b>Level A Teacher Edition, Part B - Adventure 12, Lesson 10;</b> pg. 286, 287 - Phonemic Awareness, Sight Words, Word Reading, Spelling</p> <p><b>Level B Teacher Edition, Part A - Adventure 2, Lesson 5;</b> pg. 88, 89 - Blending Sounds to Words, Letter and Sound Identification, Word Reading, Sight Words</p> <p><b>Level C Teacher Edition, Part A - Adventure 6, Lesson 5;</b> pg. 336 - Letter and Sound Identification, Word Reading, Word Families, Multisyllabic Words, Sight Words</p>
<p><b>Phonics skills are assessed using both real and nonsense words in all syllable types as each has been taught to students.</b></p>	<p>N/A - Phonics skills are assessed using only real words in the Adventure Checkpoints.</p> <p>Nonsense Word Fluency (NWF) is included within Acadience Reading.</p>
<p><b>Oral Reading Fluency (ORF) assessments are used to assess fluency, usually first grade and beyond.</b></p>	<p>Refer to district adopted normed oral reading fluency measure assessment. (i.e. <i>Acadience</i>)</p> <p>Acadience Reading includes an Oral Reading Fluency measure (ORF). Oral Reading Fluency (ORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. The ORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota (Deno, 1989). There are two components to ORF: oral reading</p>

## Assessment

	fluency and passage retell. More information is available upon request.
<b>A systematic spelling survey/spelling inventory is used to analyze students' applications of phonemes, graphemes, and morphemes.</b>	N/A - For a systematic spelling survey/spelling inventory refer to the state/district-adopted ELA program.
<b>Phonological and phoneme awareness (PA) are assessed in K/1 and for older students who exhibit PA weaknesses as evidenced by appropriate assessment.</b>	<p>Phonological and phonemic awareness skills are regularly assessed throughout <i>Voyager Passport</i> instruction.</p> <p><b>Level A Teacher Edition, Part A - Adventure 1, Lesson 5;</b> pg. 24-25 - Phonological Awareness: Discriminate Words</p> <p><b>Level B Teacher Edition, Part A - Adventure 3, Lesson 5;</b> pg. 150 - Phonemic Awareness</p>
<b>Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).</b>	<p>Word recognition and language comprehension are assessed in each level of <i>Voyager Passport</i>.</p> <p><b>Level B Teacher Edition, Part A - Adventure 1, Lesson 5;</b> pg. 29 - Comprehension (Listening)</p> <p><b>Level C Teacher Edition, Part B - Adventure 7, Lesson 5;</b> pg. 20 – Vocabulary</p> <p><b>Level D Teacher Edition, Part A - Adventure 1, Lesson 5;</b> pg. 29 - Vocabulary</p>
<b>Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).</b>	<i>Voyager Passport</i> uses assessment tools and daily lessons that include reteach, practice, and differentiated instruction that can be used in addition to any core program to meet the needs of students in a Response to Intervention (RTI) system or Multi-Tiered System of Support (MTSS).

## Assessment

**Multilingual Learners are assessed in their home language when available.**

N/A - *Voyager Passport* provides assessment opportunities in English only.

# Appendix

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On the pages that follow, please find the appendix items below:

- *Voyager Passport* Handwriting Resources Samples
- *Voyager Passport* Skills Trace

These appendix items can also be viewed at <https://bit.ly/3Ma0K28>.

# ***Voyager Passport Handwriting Resources Samples***

## ***Handwriting Online Resources - Foundational Skills: Handwriting Lessons: A-Z***

*Voyager Passport's* handwriting instruction utilizes lined paper that guides letters A-Z formation. Please see the sample of "Handwriting Lesson for Aa" found in our online resources, on the pages that follow.



Voyager

PASSPORT

Track  
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Program Planning

Instructional Resources

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Handwriting >

Product Level ▾

Category ▾

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Search

Handwriting Lesson for Aa

Handwriting

Use this lesson to teach students how to write the letters *A*, *a*.

VIEW

Handwriting Lesson for Bb

Handwriting

Use this lesson to teach students how to write the letters *B*, *b*.

VIEW

Handwriting Lesson for Cc

Handwriting

Use this lesson to teach students how to write the letters *C*, *c*.

VIEW

Handwriting Lesson for Dd

Handwriting

Use this lesson to teach students how to write the letters *D*, *d*.

VIEW

Handwriting Lesson for Ee

Handwriting

Use this lesson to teach students how to write the letters *E*, *e*.

VIEW

Handwriting Lesson for Ff

Handwriting

Use this lesson to teach students how to write the letters *F*, *f*.

VIEW

## Handwriting Library Online - Capital & Lowercase Videos

Voyager Passport's Handwriting Library includes a comprehensive library of videos that shows the correct writing formation of capital and lowercase A-Z letters.

Please see screenshots of the Handwriting Library on the pages that follow, as well as samples of the videos at <https://bit.ly/3MaOK28>.

The screenshot displays the Voyager Passport web application interface. At the top, a dark navigation bar contains the 'Voyager PASSPORT' logo, a 'Track Tes...' dropdown, and links for 'Manage', 'Resources', 'Schools', 'Staff', 'Support', and a user profile for 'D. Admin'. Below this, a breadcrumb trail shows 'All', 'Program Planning', 'Instructional Resources', 'Assessment', and 'Handwriting' (which is highlighted). A filter section includes a heart icon, 'Product Level', 'Category', 'Media Type' dropdowns, and a search bar. The main content area features three cards: 'Handwriting Lesson for Yy', 'Handwriting Lesson for Zz', and 'Handwriting Library'. Each card includes a PDF icon, a description, a 'VIEW' button, and a heart icon. The 'Handwriting Library' card's 'OPEN' button is circled in red. At the bottom, a pagination bar shows 'BACK', '1', and '2' (which is highlighted).

Voyager  
**PASSPORT** Track Tes... Manage Resources Schools Staff Support D. Admin

< All Program Planning Instructional Resources Assessment **Handwriting** >

Product Level Category Media Type Search

**Handwriting Lesson for Yy** Handwriting PDF  
Use this lesson to teach students how to write the letters Y, y.  
VIEW

**Handwriting Lesson for Zz** Handwriting PDF  
Use this lesson to teach students how to write the letters Z, z.  
VIEW

**Handwriting Library** Handwriting  
A comprehensive library of videos that shows the correct writing formation of the letters of the English language  
**OPEN**

BACK 1 2

# Handwriting Library

Lowercase Videos

**CAPITAL & LOWERCASE VIDEOS**

Aa



Bb



Cc



Dd



Ee



Ff



Gg

Hh

Voyager

PASSPORT

Track  
Tes...

Manage

Resources

Schools

Staff

Support

D. Admin

# Handwriting Library

Lowercase Videos

CAPITAL & LOWERCASE VIDEOS

Aa

Bb

Ee

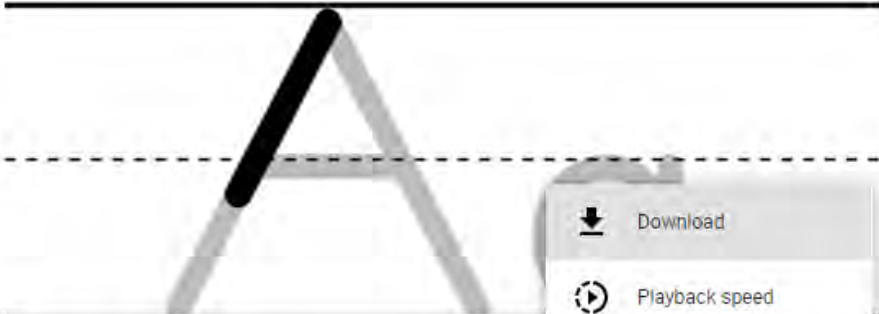
Ff

Aa



0:02 / 0:14

Aa



0:02 / 0:14

Download

Playback speed

Picture in picture

## ***Voyager Passport Skills Trace***

Please see our Skills Trace (Scope and Sequence) on the following pages, which details *Voyager Passport*'s clear scope and sequence through each of the six levels.

Our Skills Trace can already be found at <https://bit.ly/3Ma0K28>.



Voyager

3.1

# PASSPORT®

## Skills Trace



VOYAGER SOPRIS  
LEARNING®

# LEVEL A SKILLS TRACE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 1: A Trip Inside Myself Lessons 1–5	/m/, m, M, /p/, p, P; Concepts of Print	Discriminate Sounds and Words	Discriminate Phonemes				Concept Development; Cloze Activity; Retell	Literary Devices— Alliteration with /m/ and /p/; Context Clues; Categorize	Cloze Activity		Auditory Sequencing	Phonemic Awareness: Initial Sound /m/, /p/; Phonemic Awareness Pairs: Initial Sound /m/, /p/	
Adv. 1: A Trip Inside Myself Lessons 6–10	/f/, f, F, /k/, c, C; Letter and Sound Discrimination	Rhyme Patterns; Rhythm; Discriminate Words	Initial Sound Segmentation				Concept Development; Supporting Details; Context Clues; Recall	Context Clues; Cloze Activity; Literary Devices— Alliteration with /k/; Literary Response					
Adv. 2: My Healthy Body Lessons 1–5	/t/, t, T, /ă/, a, A; Letter Review; Letter and Sound Discrimination	Rhyme Judgment	Initial Sound Segmentation				Concept Development; Literary Response; Context Clues	Graphic Organizer; Cloze Activity; Prior Knowledge; Context Clues; Antonyms	Prior Knowledge; Antonyms; Cloze Activity; Categorize		Auditory Sequences	Phonemic Awareness: Initial Sound /t/ Discrimination	
Adv. 2: My Healthy Body Lessons 6–10	/s/, s, S, /d/, d, D; Letter Review; Letter and Sound Discrimination	Alliteration	Syllable Deletion				Concept Development; Context Clues; Recall	Categorize; Prior Knowledge; Context Clues	Categorize; Prior Knowledge			Phonemic Awareness: Initial Sound /s/	
Adv. 3: Discovering My School Lessons 1–5	/i/, i, I, /n/, n, N; Letter Review; Letter and Sound Discrimination	Rhyme Judgment; Rhyme Matching	Syllable Deletion		VC and CVC Words: <i>am, at, mat, it, mad, sat, Sid, in, fin</i>		Make Predictions; Concept Development; Supporting Details	Cloze Activity; Context Clues	Cloze Activity; Prior Knowledge			Phonemic Awareness: Syllable Deletion	
Adv. 3: Discovering My School Lessons 6–10	/g/, g, G, /l/, l, L; Letter Review; Letter Name Review; Letter and Sound Discrimination	Rhyme Matching; Syllable Blending	Syllable Deletion		VC and CVC Words: <i>if, man, fat, in, fit, mat, an, nap, fan, Sid, lap, mad</i>		Make Predictions; Concept Development; Supporting Details	Categorize; Prior Knowledge	Prior Knowledge; Context Clues			Phonemic Awareness: Initial Sounds	Compare and Contrast Two Texts; Real-World Connection



# LEVEL A SKILLS TRACE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 4: Being Part of a Community Lessons 1–5	/ō/, o, O, /b/, b, B; Letter and Sound Review; Letter and Sound Discrimination	Rhyme Matching	Syllable Deletion		VC and CVC Words: <i>am, man, fin, Sam, in, fan, sat, lit, fig, on, fit, mom, not</i>		Background Knowledge; Literary Response; Recall	Prior Knowledge	Categorize; Cloze Activity; Context Clues; Prior Knowledge			Phonemic Awareness: Initial Sounds; Word Reading: VC Words	
Adv. 4: Being Part of a Community Lessons 6–10	/r/, r, R, /v/, v, V; Letter and Sound Review	Syllable Blending	Onset-Rime		VC and CVC Words: <i>lad, Sam, fit, at, am, fad, lip, sob, on, sit, Nan, nap, Ron, lot, nip, sob</i>		Background Knowledge; Literary Response; Recall	Prior Knowledge	Categorize; Cloze Activity; Prior Knowledge; Word Meaning	Descriptive Drawings		Phonemic Awareness: Initial Sound /r/; Onset-Rime	
Adv. 5: Come On In! Lessons 1–5	/h/, h, H; Letter and Sound Discrimination	Syllable Blending	Onset-Rime Blending	Blending and Segmenting	VC and CVC Words: <i>lob, ran, van, sag, an, mom, rat, sob, map, am, rot, rap, lip, rim, it, rig, lad, mop, rip, on</i>		Make Predictions; Supporting Details	Concept Development; Prior Knowledge; Categorize	Categorize			Phonemic Awareness: Initial Sounds; Onset-Rime Blending	Supporting Details; Ask and Answer Questions About Unknown Words
Adv. 5: Come On In Lessons 6–10	/ě/, e, E, /j/, j, J; Letter and Sound Review	Syllable Deletion	Phoneme Segmentation	Blending and Segmenting	VC and CVC Words: <i>red, leg, led, if</i>		Make Predictions; Literary Response; Supporting Details; Recall	Concept Development; Cloze Activity; Prior Knowledge; Antonyms	Categorize			Phonemic Awareness: Phoneme Segmentation	Concept Development: A Home for Me; Supporting Details
Adv. 6: Sights and Sounds of Nature Lessons 1–5	/z/, z, Z, /w/, w, W; Letter and Sound Discrimination; Review	Syllable Deletion	Phoneme Segmentation	Blending and Segmenting	VC and CVC Words: <i>mad, in, rap, sob, lit, sad, fin, rag, lob, nop, if, rot, lab, lot, map, on, fat</i>		Facts and Details; Supporting Details	Prior Knowledge; Categorize; Cloze Activity	Response to Listening; Antonyms; Prior Knowledge; Word Models			Phonemic Awareness: Initial Sounds	Ask and Answer Questions About Unknown Words
Adv. 6: Sights and Sounds of Nature! Lessons 6–10	/ű/, u, U, /k/, k, K	Syllable Counting	Final Sound Matching	Blending and Segmenting	VC, CVC, and CVCC Words: <i>nest, sand, it, ran, nip, fast, ramp, zip, at, van, land, mat, mast, am, last, lip, rot, wet</i>		Facts and Supporting Details	Prior Knowledge; Antonyms; Riddles	Cloze Activity; Response to Reading; Dictation			Phonemic Awareness: Final Sounds; Initial Sounds /k/, /ű/	Facts and Details



# LEVEL A SKILLS TRACE

	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
Lesson	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 7: Day In and Day Out Lessons 1–5	/ks/, x, X; Letter and Sound Discrimination; Letter and Sound Review	Syllable Counting	Final Sound Matching	Letter and Sound Manipulation	VC, CVC, and CVCC Words: <i>rot, ran, lad, at, van, sad, Ron, ramp, mom, fig, must, lob</i> ; Sight Words: <i>was, is</i>		<ul style="list-style-type: none"> <li>Before Reading: Preview Image(s)</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Supporting Details; Facts and Details</li> </ul>	Antonyms— <i>fast</i> and <i>slow</i>	Prior Knowledge; Action Words		Sentence Reading	Phonological Awareness: Onset and Rime; Final Sounds; Rhyming Words; Sentence Segmenting; Letters and Sounds: Fluency	
Adv. 7: Day In and Day Out Lessons 6–10	/y/, y, Y, /kw/, <i>q(u), Q(u)</i> ; Letter and Sound Discrimination; Letter and Sound Review	Initial Sound Matching	Phoneme Blending (3 phonemes)		VC, CVC, and CVCC Words; Sight Words: <i>the, I, hi</i>		<ul style="list-style-type: none"> <li>Before Reading: Preview Image(s)</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Supporting Details; Facts and Details; Draw Conclusions</li> </ul>	Antonyms— <i>wet</i> and <i>dry</i>	Prior Knowledge		Sentence Reading	Phonological Awareness: Initial Sounds; Rhyming Words; Phonemic Awareness: Initial Sound: /y/, /kw/; Word Meaning: Use Affixes to Understand Words	Draw Conclusions
Adv. 8: Up, Down, and All Around Lessons 1–5	Review Letters and Sounds	Initial Sound Matching	Phoneme Blending (3 phonemes)		VC, CVC, and CVCC Words; Sight Words: <i>see, a</i>		<ul style="list-style-type: none"> <li>Before Reading: Preview Image(s)</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Facts and Details</li> </ul>	Antonyms— <i>up</i> and <i>down</i> , <i>on</i> and <i>off</i> , <i>in</i> and <i>out</i> Spatial Words— <i>under</i>			Sentence Reading; Listen and Respond	Phonological Awareness: Rhyming Words; Sentence Segmenting; Phonics: Initial Sounds; Phonemic Awareness: Final Sounds	
Adv. 8: Up, Down, and All Around Lessons 6–10		Onset-Rime Segmentation	Phoneme Blending (4+ phonemes)		VC, CVC, and CVCC Words; Sight Words: <i>said, go, say</i>	CVC and CVCC Words	<ul style="list-style-type: none"> <li>Before Reading: Preview Image(s); Make Predictions</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Draw Conclusions</li> </ul>	Spatial Words— <i>over</i> and <i>last</i>	Antonyms: <i>over</i> and <i>under</i> ; Cloze Activity; Multiple Meaning Words		Sentence Reading; Listen and Respond	Phonological Awareness: Onset and Rime; Letters and Sounds: Fluency; Phonemic Awareness: Initial Sounds; Final Sounds	
Adv. 9: Seeing Seasons Lessons 1–5		Initial Sound Matching	Phoneme Blending (4+ phonemes)		VC, CVC, and CVCC Words: <i>bag, tin, bed, tan, pat, kit, jog, tip</i> ; Sight Words: <i>they, to</i>	CVC and CVCC Words	<ul style="list-style-type: none"> <li>Before Reading: Introduce Title; Prior Knowledge; Introduce Characters; Identify Setting</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Introduce Setting; Factual Information; Supporting Details</li> </ul>		Sight Words		Listen and Respond; Letters and Sounds; Sentence Reading	Phonological Awareness: Onset and Rime; Rhyming Words; Phonemic Awareness: Final Sounds	

# LEVEL A SKILLS TRACE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 9: Seeing Seasons Lessons 6–10		Onset-Rime Segmentation	Initial and Final Sound Substitution		VC, CVC, and CVCC Words: Review; Sight Words: <i>me, are</i>	CVC and CVCC Words	<ul style="list-style-type: none"> <li>Before Reading: Make Predictions; Background Knowledge; Preview Image(s); Identify Setting</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Draw Conclusions; Facts and Details; Supporting Details</li> </ul>		Spelling CVC and CVCC Words; Concept Development		Listen and Respond; Sentence Reading	Phonological Awareness: Rhyming Words; Phonemic Awareness: Initial Sounds; Final Sounds	Connections Within a Text
Adv. 10: The World Around Us Lessons 1–5		Onset-Rime Manipulation	Initial and Final Sound Substitution	Letter and Sound Manipulation	VC, CVC, and CVCC Words: Review; Sight Words: <i>you, that</i>	CVC and CVCC Words	<ul style="list-style-type: none"> <li>Before Reading: Preview Image(s); Make Predictions; Identify Characters and Setting</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Read for Purpose; Context Clues; Story Elements; Retell</li> </ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Onset and Rime; Rhyming Words; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds	
Adv. 10: The World Around Us Lessons 6–10		Rhyme Production	Middle Vowel Substitution	Letter and Sound Manipulation	VC, CVC, and CVCC Words: Review; Sight Words: <i>we, for</i>	CVC and CVCC Words	<ul style="list-style-type: none"> <li>Before Reading: Preview Image(s); Preview Text; Make Predictions</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Purpose; Supporting Details; Cause and Effect; Author's Purpose</li> </ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Onset and Rime; Rhyming Words; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds; Final Sounds	Compare and Contrast Character Experiences; Recognize Common Text Types; Real-World Connection
Adv. 11: Critter Care Lessons 1–5		Onset-Rime Manipulation	Middle Vowel Substitution	Letter and Sound Manipulation	VC, CVC, and CVCC Words: Review; Sight Words: <i>have, no</i>	CVC and CVCC Words	<ul style="list-style-type: none"> <li>Before Reading: Make Predictions; Preview Image(s)</li> <li>During Reading: Story Reading; Factual Reading</li> <li>After Reading: Supporting Details; Purpose; Draw Conclusions; Cause and Effect</li> </ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Rhyming Words; Onset and Rime; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds	Connections Within a Text

# LEVEL A SKILLS TRACE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 11: Critter Care Lessons 6–10		Rhyme Production	Extract and Produce Sounds		VC, CVC, and CVCC Words; Sight Words: <i>of, he</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Background Knowledge; Identify Characters</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Retell; Context Clues; Read for a Purpose</li></ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Rhyming Words; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds; Final Sounds	
Adv. 12: Beautiful Bugs Lessons 1–5		Onset-Rime Manipulation	Extract and Produce Sounds	Letter and Sound Manipulation	VC, CVC, and CVCC Words; Sight Words: <i>want, do, his, with</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Background Knowledge; Preview Image(s); Make Predictions</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Draw Conclusions; Retell; Main Idea; Read for a Purpose</li></ul>		Alike and Different	Writing Project	Sentence Reading; Listen and Respond	Letters and Sounds: Sound Discrimination; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds	Identify Supporting Details
Adv. 12: Beautiful Bugs Lessons 6–10		Rhyme Production	Tracking Sound Changes	Letter and Sound Manipulation	VC, CVC, and CVCC Words; Sight Words: <i>put, be, this, as</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Background Knowledge; Identify Characters; Make Predictions</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Supporting Details; Retell; Author's Purpose; Read for a Purpose</li></ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Letters and Sounds: Sound Discrimination; Phonological Awareness: Rhyming Words; Phonemic Awareness: Initial Sounds; Final Sounds	

# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 1: A Voyage into Me Lessons 1–5	/a/, a, A, /s/, s, S, /m/, m, M, /l/, l, L, /t/, t, T, /i/, i, I, /f/, f, F, /p/, p, P	Discriminate Environmental Sounds; Discriminate Words	Discriminate Phonemes	Words with <i>i, t, l, a, s, m, f, p</i> ; Sight Words: <i>is, a, the</i>		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Preview Image(s) and Text; Use Pictures and Graphic Sources</li><li>• During Reading: Build on Understanding; Concepts of Print; Retell Main Events; Use Pictures and Graphic Sources</li><li>• After Reading: Check for Understanding; Cause and Effect; Sequence Events; Interpret Graphic Sources; Identify Story Elements</li></ul>	Categorize; Relate to Prior Experience; Connect to Self; Recognize Antonyms	Describe Emotions; Questioning: Dictation	Expressing Feelings; Classify	Fluency Builder: Be the Teacher	Concepts of Print: Recognizing Sentences; Letter Sounds: Initial Sounds		Letters <i>a, A, s, S</i>
Adv. 1: A Voyage into Me Lessons 6–10	/n/, n, N, /k/, c, C, /r/, r, R, /ü/, u, U, /b/, b, B, /k/, k, K, /j/, j, J, /ö/, o, O	Rhyme Patterns; Rhythm; Discriminate Words	Initial Sound Segmentation	Words with <i>n, c, r, u, b, k, j, o</i> ; Sight Words: <i>to, said, do</i>		<ul style="list-style-type: none"><li>• Before Reading: Different Forms of Communication; Preview Images(s) and Text; Build Background Knowledge; Predict Outcomes</li><li>• During Reading: Text Features; Concepts of Print; Classify; Verify Outcomes</li><li>• After Reading: Explicit and Implicit Questions; Sequence Events; Check for Understanding; Compare Fiction and Nonfiction</li></ul>	Classify; Text Features; Word Web; Story Words	Categorize Words	Language Development	Fluency Builder: Different Forms of Text; Sight Words; Letter and Sound Automaticity	Letter and Sound Identification: Phonics	Build Background Knowledge: Places I Visited	Write in Response to Reading; Places I Want to Visit



# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 2: Ready, Set, Go! Lessons 1–5	/v/, v, V, /g/, g, G, /d/, d, D, /w/, w, W, /è/, e, E, /h/, h, H, /ks/, x, X, /y/, y, Y	Rhyme Judgment	Initial Sound Segmentation	Words with v, g, d, w, e, h, x, y; Word Families: -at, -an; Sight Words: I, he, we, be, for; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Literary Forms—Poster, Story; Predict Outcomes; Preview Image(s) and Text</li><li>• During Reading: Analyze Characters; Explicit and Implicit Questions; Cause and Effect; Sequence Events</li><li>• After Reading: Author’s Purpose; Analyze Characters; Verify Outcomes; Sequence Events</li></ul>	Classify	Sequence Signal Words	Literary Choices; Sequence Events	Sight Words	Phonological Awareness: Rhythm and Patterns; Phonemic Awareness: Letter and Sound Identification: Letter Match	Reading Response: Make Connections; Literary Language Choices	Reading Response: Write in Response to Reading
Adv. 2: Ready, Set, Go! Lessons 6–10	/z/, z, Z, /kw/, q(u), Q(u)	Alliteration	Syllable Deletion	Word Reading: Words with z, q(u); Word Families: -id, -ill; Sight Words: so, go, they, my, by; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Predict Outcomes; Text Structures; Literary Forms—Story</li><li>• During Reading: Identify Image(s) and Text; Verify Outcomes; Literary Forms—Poem; Graphic Organizers</li><li>• After Reading: Main Idea and Details; Identify Story Elements; Make Connections; Sequence Events; Author’s Purpose</li></ul>	Categorize; Multiple Meaning Words; Story Words; Action Words	Classify	Role-Play	Partner Read	Phonological Awareness: Alliteration; Phonemic Awareness: Syllable Deletion		Writing Fluency: Penmanship; Reading Response: Writing

# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 3: Community Cruise Lessons 1–5	Review	Rhyme Judgment; Rhyme Matching	Syllable Deletion	Word Reading: Review; Word Families: <i>-ell, -it, -ad, -og</i> ; Sight Words: <i>from, he, have, of</i> ; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes</li><li>• During Reading: Literary Forms—Poem; Sequence Events; Explicit and Implicit Questions</li><li>• After Reading: Explicit and Implicit Questions; Verify Outcomes; Different Forms of Communication</li></ul>	Synonyms; Story Words; Classify			3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Word Families; Initial Sounds	Informational Text: Connections Within a Text	Writing Fluency: Write Letters
Adv. 3: Community Cruise Lessons 6–10	Review	Rhyme Matching; Syllable Blending	Syllable Deletion	Word Reading: Review; Word Families: <i>-ip, -ap, -ot, -op</i> ; Sight Words: <i>you, your, are, could, would</i> ; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Predict Outcomes</li><li>• During Reading: Explicit and Implicit Questions; Verify Outcomes; Facts and Details</li><li>• After Reading: Compare and Contrast; Main Idea and Details; Explicit and Implicit Questions; Make Inferences; Sequence Events</li></ul>	Recognize Antonyms; Story Words; Categorize; Multiple Meaning Words			3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Medial Sounds; Word Reading: Word Segmentation and Blending		Writing Fluency: Letter Writing

# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 4: Wandering in the Wild Lessons 1–5	<i>sl, sn, sm, sp, st, sw, sk, sc</i>	Rhyme Matching	Syllable Deletion	Words with <i>sl, sn, sm, sp, st, sw, sk, sc</i> ; Word Families: <i>-ug, -eg, -et, -ut</i> ; Sight Words: <i>good, one, once, was</i> ; Sentence Reading	<i>sl, sp, st</i> ; CVC and CVCC words	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Fiction and Non-Fiction; Predict Outcomes</li><li>• During Reading: Explicit and Implicit Questions; Literary Devices—Onomatopoeia; Analyze Setting; Verify Outcomes</li><li>• After Reading: Retell; Sequence Events; Explicit and Implicit Questions; Facts and Details</li></ul>	Categorize; Classify; Synonyms; Antonyms	Categorize; Identify Synonyms		3 Read; Timed Reading; Read with Expression		Literary Analysis: Main Idea and Details; Literary Text: Character Analysis	Write in Response to Reading: Communicate Ideas
Adv. 4: Wandering in the Wild Lessons 6–10	<i>ck, sh</i>	Syllable Blending	Onset-Rime	Words with <i>z, ck, sh</i> ; Word Families: <i>-ing, -ack, -ick</i> ; Word Building: Adding <i>-s</i> ; Sight Words: <i>come, some, see, there, where, give</i> ; Sentence Reading	<i>ck, sp, sl, sn, sm, sh</i>	<ul style="list-style-type: none"><li>• Before Reading: Charts and Graphs; Literary Analysis—Fables; Predict Outcomes; Different Forms of Communication—Posters; Activate Prior Knowledge</li><li>• During Reading: Facts and Details; Verify Outcomes; Literary Devices—Onomatopoeia; Main Idea and Details</li><li>• After Reading: Literary Devices—Visual Imagery; Retell; Explicit and Implicit Questions; Compare and Contrast</li></ul>	Descriptive Words (Adjectives); Classify; Multiple Meaning Words	Dictionary Skills		3 Read; Timed Reading; Read with Expression	Word Study: Make Words; Word Families; Letter and Sound Identification: Initial Sounds	Informational Text; Compare and Contrast Two Texts	

# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 5: Visiting Relatives Lessons 1–5	<i>cl, fl, gl, pl, bl, qu, th, wh, ch</i>	Syllable Blending	Onset-Rime Blending	Words with <i>cl, fl, gl, pl, bl, th, wh, ch</i> ; Word Families: <i>-en, -ed, -ish, -ap</i> ; Word Building: Inflectional Endings <i>-ing, -s</i> ; Sight Words: <i>how, now, her, little, people</i> ; Sentence Reading	<i>cl, fl, gl, pl, st, th, bl</i>	<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Visual Imagery; Different Forms of Communication—Recipes</li><li>During Reading: Facts and Details; Author’s Purpose; Visual Imagery</li><li>After Reading: Make Inferences; Analyze Characters; Step-by-Step Instructions; Explicit and Implicit Questions</li></ul>	Naming and Action Words; Categorize; Classify; Multiple Meaning Words		Verb Tense; Common and Proper Nouns; Possessive Nouns	3 Read; Timed Reading; Read with Expression	Phonics: Consonant Blends; Segment and Blend; Letter and Sound Identification: Word Building		Writing: Reading Response
Adv. 5: Visiting Relatives Lessons 6–10	<i>nd, mp, nt</i>	Syllable Deletion	Phoneme Segmentation	Words with <i>nd, mp, nt</i> ; Word Families: <i>-ank, -ink, -unk, -ock, -ump</i> ; Word Building: Inflectional Ending <i>-ed</i> ; Sight Words: <i>what, friend, want, were</i> ; Sentence Reading	<i>nd, mp, nt</i>	<ul style="list-style-type: none"><li>Before Reading: Predict Outcomes; Preview Image(s) and Text; Different Forms of Communication—Maps; Story Elements</li><li>During Reading: Verify Outcomes; Context Clues; Facts and Details; Story Details</li><li>After Reading: Explicit and Implicit Questions; Story Elements</li></ul>	Classify; Synonyms and Antonyms; Story Words	Cloze Activity	Personal Subject Pronouns; Personal Object Pronouns	3 Read; Timed Reading; Read with Expression	Phonics: Blends and Digraphs; Blend and Segment; Sight Words: Reading	Reading Response: Compare and Contrast Character Experiences	



# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 6: Buzzing Around Lessons 1–5	<i>br, cr, dr, fr, gr, pr, tr, c as /s/, g as /j/</i>	Syllable Deletion	Phoneme Segmentation	Words with <i>c</i> as /s/, <i>g</i> as /j/; Word Families: <i>-ang, -ung, -ong, -est, -ast</i> ; Word Building: Inflectional Endings <i>-s, -ing, -ed</i> ; Rule-Based Words: VCe Words; Sight Words: <i>any, many, around, about, these</i> ; Sentence Reading	<i>nt, nd; r</i> Blends; VCe Words; <i>c</i> as /s/, <i>g</i> as /j/	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Generate Questions; Activate Prior Knowledge; Preview Image(s) and Text</li><li>During Reading: Explicit and Implicit Questions; Facts and Details; Generate Questions</li><li>After Reading: Cause and Effect; Graphic Organizers; Explicit and Implicit Questions; Story Elements—Characters; Main Idea and Details</li></ul>	Science Words; Story Words		Possessive Pronouns; Indefinite Pronouns	3 Read; Timed Reading; Read with Expression	Word Building: Inflectional Endings		Writing Fluency: Write Letters Writing: Sight Words
Adv. 6: Buzzing Around Lessons 6–10	<i>oo</i> as in moon, <i>ay, ft, lt</i>	Syllable Counting	Final Sound Matching	Words with <i>oo, ay, ft, lt</i> ; Word Families: <i>-ave</i> ; Word Building: Inflectional Endings <i>-s, -ing, -ed</i> ; Rule-Based Words: Two-to-Three-Letter Words Ending in a Vowel; Sight Words: <i>only, two, find, over</i> ; Sentence Reading	<i>oo, ay, ft, lt</i>	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Preview Image(s) and Text; Story Elements—Setting and Characters</li><li>During Reading: Facts and Details; Generate Questions; Author's Purpose</li><li>After Reading: Main Idea and Details; Cause and Effect; Explicit and Implicit Questions; Story Elements—Problem and Solution</li></ul>	Compound Words; Science Words; Story Words	Reading Response	Adjectives; Conjunctions	3 Read; Timed Reading; Read with Expression	Reading: Sight Words	Reading Response: Compare and Contrast Character Experiences	Writing: Inflectional Endings; Reading Response

# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 7: Making Choices Lessons 1–5	ea	Syllable Counting	Final Sound Matching	Words with <i>ea</i> ; Word Families: <i>-are</i> , <i>-ice</i> ; Word Building: Consonant Doubling with <i>-ing</i> and <i>-ed</i> ; Compound Words; Sight Words: <i>down</i> , <i>first</i> , <i>who</i> , <i>been</i> ; Sentence Reading	<i>wh, ea, nd, st</i> ; Compound Words	<ul style="list-style-type: none"><li>Before Reading: Predict Outcomes; Build Background Knowledge; Activate Prior Knowledge</li><li>During Reading: Verify Outcomes; Story Details; Generate Questions</li><li>After Reading: Explicit and Implicit Questions; Make Inferences</li></ul>	Compound Words; Story Words	Compound Words	Subject-Verb Agreement; Prepositions; Determiners; Literacy Language Choices	3 Read; Timed Reading; Read with Expression	Phonics: Words with /s/		Writing Fluency: Write Letters
Adv. 7: Making Choices Lessons 6–10	oa, er, oi, ee	Initial Sound Matching	Phoneme Blending (3 phonemes)	Words with <i>oa, er, ch, ee</i> ; Word Families: <i>-alt</i> , <i>-alk</i> ; Word Building: Words Ending in <i>e</i> with <i>-ed</i> , <i>-ing</i> ; Compound Words; Rule-Based Words: Multisyllabic Words—Closed Syllables; Sight Words: <i>other</i> , <i>know</i> , <i>word</i> , <i>work</i> ; Sentence Reading	<i>oa, ch, ee</i> ; Closed-Syllable Words	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Preview Image(s) and Text</li><li>During Reading: Story Details; Main Idea; Generate Questions</li><li>After Reading: Explicit and Implicit Questions; Make Inferences; Draw Conclusions</li></ul>	Story Words; Compound Words; Synonyms; Multiple Meaning Words; Oral Vocabulary		Declarative Sentences; Interrogative Sentences; Imperative Sentences; Sentence Review	3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Letter and Sound Identification; Word Reading and Spelling: Blending; Phonics: Word Families		Write in Response to Reading: Sequence Events
Adv. 8: Weather Watch Lessons 1–5	Review	Initial Sound Matching	Phoneme Blending (3 phonemes)	Review; Word Families: <i>-ame</i> , <i>-ate</i> , <i>-ine</i> ; Word Building: Words with Suffix <i>-y</i> ; Rule-Based Words: Multisyllabic Words—Open Syllables; Sight Words: <i>new</i> , <i>live</i> , <i>before</i> , <i>through</i> ; Sentence Reading	<i>oa, ee, ay</i> ; Suffix <i>-y</i> ; Multisyllabic Words with <i>-er</i>	<ul style="list-style-type: none"><li>Before Reading: Compare and Contrast; Preview Image(s) and Text; Predict Outcomes</li><li>During Reading: Facts and Details; Different Forms of Communication; Verify Outcomes</li><li>After Reading: Main Idea; Explicit and Implicit Questions; Retell; Compare and Contrast</li></ul>	Science Words; Figurative Language; Social Studies Words; Action Words		Simple Exclamatory Sentences; Sentence Review	Commas and Dashes; 3 Read; Timed Reading; Read with Expression	Word Practice: Sight Words; Segmenting and Blending: Word Reading: Sight Words		

# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 8: Weather Watch Lessons 6–10	y as /i/, oo as in <i>book</i> ; Review	Onset-Rime Segmentation	Phoneme Blending (4+ phonemes)	Words with y as /i/, oo; Review Rule-Based Words: Multisyllabic Words—Open and Closed Syllables, VCe Syllables; Sight Words: <i>more, push, since, here, great</i> ; Sentence Reading	y as /i/, oo; Multisyllabic Words—Closed Syllables; VCe Syllables	<ul style="list-style-type: none"> <li>Before Reading: Compare and Contrast; Text Features—Captions; Text Features; Compare Fiction and Nonfiction</li> <li>During Reading: Author's Purpose; Facts and Details</li> <li>After Reading: Main Idea; Generate Questions; Facts and Details; Retell</li> </ul>	Categorize Words; Social Studies Words; Story Words; Science Words	Dialogue		3 Read; Timed Reading; Read with Expression	Letter and Sound Identification: Letter Combinations; Word Reading: Make Words; Word Practice: Syllables	Compare and Contrast Character Experiences	
Adv. 9: What's the Cost? Lessons 1–5	ar, oy, tch; Review	Initial Sound Matching	Phoneme Blending (4+ phonemes)	Words with ar, oy, tch; Word Families: <i>-ale, -ake</i> ; Word Building: Contractions; Sight Words: <i>done, put, because, sure</i> ; Sentence Reading	ar, oy, ee, tch	<ul style="list-style-type: none"> <li>Before Reading: Context Clues; Predict Outcomes; Preview Image(s) and Text</li> <li>During Reading: Story Details; Verify Outcomes; Facts and Details</li> <li>After Reading: Author's Purpose; Main Idea and Details; Explicit and Implicit Questions; Retell</li> </ul>	Synonyms; Multiple Meaning Words; Social Studies Words	Categorize; Action Verbs		3 Read; Timed Reading; Read with Expression	Letter and Sound Identification: Letter Combinations	Compare and Contrast Two Texts	
Adv. 9: What's the Cost? Lessons 6–10	ou, ai, igh; Review	Onset-Rime Segmentation	Initial and Final Sound Substitution	Words with ou, ai, igh; Word Families: <i>-ain</i> ; Word Building: Contractions; Sight Words: <i>use, says, again, pull</i> ; Sentence Reading	ou, ai, igh	<ul style="list-style-type: none"> <li>Before Reading: Action Words; Predict Outcomes; Preview Image(s) and Text</li> <li>During Reading: Verify Outcomes; Story Details</li> <li>After Reading: Main Idea; Identify Story Elements</li> </ul>	Classify; Multiple Meaning Words			Model Fluency; 3 Read; Timed Reading; Read with Expression; Fluency Builder: Vocabulary	Word Building: Contractions	Build Background Knowledge	

# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 10: Tell Me a Story Lessons 1–5	<i>str, scr, spr, spl, shr, thr, ff, ll, ss, zz</i>	Onset-Rime Manipulation	Initial and Final Sound Substitution	Words with <i>str, scr, spr, spl, shr, thr, ff, ll, ss, zz</i> ; Word Families: <i>-old, -ost</i> ; Word Building: Compound Words; Contractions; Sight Words: <i>water, very, does, large</i> ; Sentence Reading	<i>spl, scr, str, spr, ff, ll, ss, zz, igh</i> ; Contractions	<ul style="list-style-type: none"><li>• Before Reading: Literary Devices—Rhyming Poetry; Literary Forms—Chant; Build Background Knowledge</li><li>• During Reading: Draw Conclusions; Literary Devices—Rhythm; Cause and Effect; Facts and Details</li><li>• After Reading: Language—Words That Suggest Feelings; Main Idea; Identify Story Elements</li></ul>	Story Words; Categorize; Rhyming Words; Familiar and Challenging Text	Rhyming Words		Phrasing; 3 Read; Timed Reading; Read with Expression	Word Practice: Segmenting and Blending; Sight Words: Sight Word Recognition	Compare and Contrast Character Experiences	Writing Project
Adv. 10: Tell Me a Story Lessons 6–10	<i>or</i> ; Review	Rhyme Production	Middle Vowel Substitution	Words with <i>or</i> ; Review; Word Families: <i>-ide, -ight</i> ; Word Building: Possessives; Contractions; Sight Words; Sentence Reading	<i>or, ai, tr</i> ; Multisyllabic Words with <i>er</i>	<ul style="list-style-type: none"><li>• Before Reading: Literary Forms—Myths, Fairy Tales; Literary Devices—Poems Without Rhyme; Predict Outcomes</li><li>• During Reading: Literary Devices—Onomatopoeia; Context Clues; Story Details; Verify Outcomes</li><li>• After Reading: Draw Conclusions; Make Inferences; Dictionary Skills; Main Idea</li></ul>	Sequence Words; Story Words; Categorize; Multiple Meaning Words			3 Read; Timed Reading; Read with Expression	Letter and Sound Identification: Letter Combinations; Spelling: Make Words; Word Reading: Multisyllabic Words	Response to Reading	Writing Project



# LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 11: Looking Up Lessons 1–5	<i>ir</i> ; Review	Onset-Rime Manipulation	Middle Vowel Substitution	Words with <i>ir</i> ; Review; Word Families: <i>-eam</i> , <i>-eat</i> ; Word Building: Multisyllabic Words with Inflectional Endings; Words with <i>-es</i> , <i>-er</i> , <i>-est</i> ; Sight Words: <i>away</i> , <i>air</i> , <i>pair</i> , <i>change</i> , <i>kind</i> ; Sentence Reading	<i>ir</i> , <i>tch</i> , <i>ch</i> , <i>-er</i> , <i>-est</i>	<ul style="list-style-type: none"><li>Before Reading: Compare Fiction and Nonfiction; Different Text Types; Different Forms of Communication</li><li>During Reading: Text Features—Subheadings; Draw Conclusions; Facts and Details; Compare Fiction and Nonfiction</li><li>After Reading: Facts and Details; Main Idea; Check for Understanding</li></ul>	Science Words; Antonyms			3 Read; Timed Reading; Read with Expression	Reference Materials: Alphabetize; Word Reading: Sight Words	Reading: Differences Between Literature and Informational Text; Reading Response: Different Text Types; Literary Devices: Visual Imagery	Writing Project
Adv. 11: Looking Up Lessons 6–10	<i>aw</i> , <i>au</i>	Rhyme Production	Extract and Produce Sounds	Words with <i>aw</i> , <i>au</i> ; Word Families: <i>-ore</i> , <i>-awn</i> ; Word Building: Words with <i>-ly</i> ; Sight Words: <i>answer</i> , <i>animal</i> , <i>mother</i> , <i>house</i> ; Sentence Reading	<i>aw</i> , <i>oo</i> , <i>au</i> , <i>-ly</i>	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Predict Outcomes; Preview(s) Image and Text</li><li>During Reading: Compare and Contrast; Verify Outcomes; Facts and Details</li><li>After Reading: Explicit and Implicit Questions; Summarize; Check for Understanding</li></ul>	Multiple Meaning Words; Antonyms; Story Words; Categorize Words	Multiple Meaning Words; Context Clues; Reference Materials	Asking Questions	3 Read; Timed Reading; Read with Expression			Reading Response: Write to Inform; Writing Project

LEVEL B SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 12: Did You Know? Lessons 1–5	kn, wr, ow, ar, ur	Onset-Rime Manipulation	Extract and Produce Sounds	Words with kn, wr, ow, ar; Word Building: Words with -ful; Compound Words; Irregular Plurals; Sight Words: learn, below, thought, together; Sentence Reading	kn, wr, ow, er	<ul style="list-style-type: none"><li>• Before Reading: Connect Text to Text; Preview Image(s) and Text; Build Background Knowledge</li><li>• During Reading: Facts and Details; Follow Step-by-Step Instructions</li><li>• After Reading: Step-by-Step Instructions; Draw Conclusions; Retell; Summarize</li></ul>	Compound Words; Words with -ful; Abbreviations; Story Words; Categorize	Inflectional Ending -ed		3 Read; Timed Reading; Read with Expression	Word Practice: Initial and Final Blends; Sight Words: Sight Word Fluency		Writing Project
Adv. 12: Did You Know? Lessons 6–10	ow /ō/; Review	Rhyme Production	Track Sound Changes	Words with ow /ō/; Review; Word Building: Irregular Plurals; Prefixes re-, un-; Sight Words: world, school, watch, country, money, father; Sentence Reading	ow /ō/, ck, re-, un-	<ul style="list-style-type: none"><li>• Before Reading: Literary Forms; Connect Text to Text</li><li>• During Reading: Draw Conclusions; Context Clues; Facts and Details</li><li>• After Reading: Make Inferences; Check for Understanding; Draw Conclusions</li></ul>	Synonyms; Multiple Meaning Words; Similes; Abbreviations	Describing Words		Sight Words; 3 Read; Timed Reading; Read with Expression		Reading Response: Communicating Ideas	Writing Project

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 1: A Friendship Tour Lessons 1–5	a, A, i, I, e, E, o, O, u, U	Words with a, i, e, o, u; Initial Blends; Word Families: -at, -an, -op, -ip, -ap; Sight Words: to, the, on, you, it, for, they, are, said, his, was, as, he, that, with; Sentence Reading	a, i, e, o, u		Segment and Blend		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Build Background Knowledge</li><li>During Reading: Explicit and Implicit Questions; Sequence Events; Context Clues; Facts and Details</li><li>After Reading: Explicit and Implicit Questions; Character and Setting; Sequence Events; Make Inferences</li></ul>	Action Words; Story Words; Concept Development			3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Initial Sound Identification	Character Point of View; Analyze Characters	Write in Response to Reading: Descriptive Writing
Adv. 1: A Friendship Tour Lessons 6–10	Initial and Final Blends; ck	Words with Initial and Final Blends; ck; Word Families: -ug, -ill, -ell, -ick, -ack, -ock; Sight Words: we, be, put, do, have, your, from, or, one, this, of, what were; Sentence Reading	e, u, a, o, ck; Initial, Final, and Consonant Blends		Medial Sound Identification; Segment and Blend; Phoneme Blending		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Concept Development</li><li>During Reading: Facts and Details; Make Inferences</li><li>After Reading: Sequence Events; Problem and Solution; Retell; Make Inferences; Draw Conclusions</li></ul>	Classify; Story Words; Concept Development	Vocabulary Logs; Words in Context; Concept Development		3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Story Elements

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 2: Change for the Future Lessons 1–5	a, e, i, o, u, sh, th	Words with sh, st, sl, th; Word Building: -s, -es, -ed, -ing; Word Families: -ing, -ash, -est; Sight Words: make, use, out, she, her, their, some, into, there, each, many, like; Sentence Reading	Ending -s, -es, sh, -ed, th		Initial and Final Sound Identification; Medial Sound Identification		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Text Connections; Preview Image(s) and Text</li><li>• During Reading: Facts and Details; Explicit and Implicit Questions; Generate Questions</li><li>• After Reading: Descriptive Language; Sequence Events; Retell; Facts and Details; Draw Conclusions</li></ul>	Story Words; Sounds; Senses	Antonyms		3 Read; Timed Reading; Read with Expression	Word Building: -s and -es; -ed and -ing; Word Reading: Sight Words		



# LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 2: Change for the Future Lessons 6–10	<i>ch, tch, wh, q(u), wr, kn, oo, ee</i>	Words with <i>ch, tch, wh, wr, qu, kn, oo, ee</i> ; Word Families: <i>-in, -ink, -unk</i> ; Sight Words: <i>how, so, would, way, people, water, first, now, may, call, about, part</i> ; Sentence Reading	<i>ch, tch, wh, wr, q(u), oo, ee</i>		Initial, Medial, and Final Sound Identification; Segment and Blend		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes; Activate Prior Knowledge; Text Connections</li><li>• During Reading: Cause and Effect; Facts and Details; Draw Conclusions</li><li>• After Reading: Facts and Details; Author's Purpose; Concept Development; Make Inferences; Verify Outcomes; Draw Conclusions</li></ul>	Story Words; Concept Development			3 Read; Timed Reading	Word Building: Letter Combinations; Words with <i>ee</i> and <i>oo</i>		Write in Response to Reading; Draw and Describe; Retell

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 3: Historical Ride Lessons 1–5	ay, ea, oo	Words with ay, ea, oo; Vowel Combinations; Rule-Based Words: VCe Words; Word Building: Add -ed, -ing to VCe Words; Sight Words: who, could, by, than, come, words, want, little, know, all, only, children; Sentence Reading	ay, ee, ea, oo; VCe Words		Initial and Final Sound Substitution		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Proper Nouns; Build Background Knowledge</li><li>• During Reading: Compare Fiction and Nonfiction; Summarize; Facts and Details; Author's Purpose</li><li>• After Reading: Explicit and Implicit Questions; Author's Purpose; Facts and Details; Sequence Events</li></ul>	Antonyms; Story Words; Compound Words	Classify		3 Read; Timed Reading; Read with Expression	Word Building: Final Blends	Compare and Contrast Two Texts	Write in Response to Reading: Concept Development; Write Synonyms

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 3: Historical Ride Lessons 6–10	c as /s/, g as /j/, er, ir, ur	Words with c as /s/, g as /j/, er, ir, ur; Word Building: Compound Words; Consonant Doubling; Word Families: Words with -ake, -ate, -ide, -ine; Sight Words: other, number, write, more, these, years, great, does, also, very, sentence, large; Sentence Reading	Soft c, soft g, er, ur; Consonant Doubling; Compound Words		Initial, Medial, and Final Sound Substitution		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Build Background Knowledge; Predict Outcomes</li><li>• During Reading: Facts and Details; Verify Outcomes</li><li>• After Reading: Retell; Facts and Details; Author's Purpose; Compare and Contrast; Make Inferences; Explicit and Implicit Questions; Main Idea and Details</li></ul>	Classify; Concept Development	Vocabulary Logs; Antonyms		3 Read; Timed Reading; Read with Expression		Retell	Write in Response to Reading: Analyze Character
Adv. 4: In the Wild Lessons 1–5	ll, oa, ss	Words with ll, oa, ss; Word Families: -ice, -eat; Rule-Based Words: Two-to-Three-Letter Words Ending in a Vowel; Sight Words: give, sound, work, our, where, even, new, any, right, follow, form, around; Sentence Reading	ll, oa, ss; Two-to-Three-Letter Words Ending in a Vowel		Track Sound Changes		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Compare Fiction and Nonfiction; Preview Image(s) and Text</li><li>• During Reading: Different Forms of Communication; Descriptive Language</li><li>• After Reading: Facts and Details; Sequence Events; Analyze Character; Compare Fiction and Nonfiction; Main Idea and Details</li></ul>	Categorize; Story Words	Homophones	Reflexive Pronouns; Collective Nouns	3 Read; Timed Reading; Read with Expression		Determine Lesson in Diverse Stories	Write in Response to Reading: Journal Entry; Write a Postcard

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 4: In the Wild Lessons 6–10	oy, ar, ai, or	Words with oy, ar, ai, or; Word Families: -ir, -ail, -ain; Sight Words: move, through, another, before, here, again, change, away, house, because, mother, air; Sentence Reading	ar, ai, or		Track Sound Changes		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Activate Prior Knowledge; Compare Fiction and Nonfiction; Build Background Knowledge</li><li>During Reading: Explicit and Implicit Questions; Facts and Details; Adjust Reading Rate; Main Idea and Details</li><li>After Reading: Sequence Events; Retell; Compare Fiction and Nonfiction</li></ul>	Categorize; Action Words; Homophones; Story Words	Seasonal Words; Sight Words; Homophones		3 Read; Timed Reading; Read with Expression	Phonics: Word Families		
Adv. 5: Cultural Connections Lessons 1–5	ou, aw	Words with Letter Combinations; ou, aw; Word Building: Contractions; Multisyllabic Words: Closed, R-Controlled, and Open Syllables; Sight Words: picture, different, animal, laugh, learn, study, watch, between, school, country, answer, father, don't; Sentence Reading	Multisyllabic Words; Contractions; ou, aw		Phoneme Blending; Track Longer Sound Changes		<ul style="list-style-type: none"><li>Before Reading: Text Connections; Predict Outcomes; Preview Image(s) and Text</li><li>During Reading: Adjust Reading Rate; Facts and Details; Analyze Characters</li><li>After Reading: Main Idea and Details; Make Inferences</li></ul>	Classify; Synonyms; Proper Nouns; Antonyms	Synonyms; Word Building	Inconsistent Common Spelling-Sound Correspondences	3 Read; Timed Reading; Read with Expression	Phonics: Word Families		Write in Response to Reading: Descriptive Writing

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 5: Cultural Connections Lessons 6–10	ff, zz, igh, ow	Words with ol, igh, ow; Multisyllabic Words: Open, Closed, and VCe Syllables; Sight Words: eye, world, together, every, friends, story, always, thought, both, group, example, something, live; Sentence Reading	Multisyllabic Words; Words with igh, ow		Minimal Pairs		<ul style="list-style-type: none"><li>• Before Reading: Text Connections; Predict Outcomes; Build Background Knowledge</li><li>• During Reading: Facts and Details; Verify Outcomes; Visual Imagery</li><li>• After Reading: Compare and Contrast; Text Connections; Analyze Characters; Explicit and Implicit Questions</li></ul>	Pronouns; Categorize; Story Words	Pronouns; Dictionary Skills; Sight Words		3 Read; Timed Reading; Read with Expression	Phonics: ou, aw, ol, oi		
Adv. 6: The Big Outdoors Lessons 1–5	ie, ph, au	Words with ie, ph, au; Word Families: -ink, -ank, -unk; Multisyllabic Words: Vowel Combinations; Consonant -le Syllable; Sight Words: color, important, enough, surface, heard, listen, special, question, notice, ocean, early, island, minute; Sentence Reading	Multisyllabic Words; ph; Consonant -le Syllable		Sound Deletion		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Preview Image(s) and Text; Predict Outcomes; Analyze Setting</li><li>• During Reading: Adjust Reading Rate; Main Idea and Details; Verify Outcomes; Descriptive Words</li><li>• After Reading: Main Idea and Details; Explicit and Implicit Questions</li></ul>	Concept Development; Categorize; Content Words; Descriptive Words	Antonyms; Descriptive Words		3 Read; Timed Reading; Read with Expression	Word Reading: Challenging Words	Compare and Contrast Two Texts	Write: Emotions



LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 6: The Big Outdoors Lessons 6–10	<i>oi, ie, ea</i> as in <i>head</i>	Words with <i>oi, ie, ea</i> ; Word Families: <i>-ing, -ang, -ong, -ung</i> ; Word Building: <i>y-</i> derivatives; Sight Words: <i>travel, hours, toward, desert, once, area, usually, walk, above, several, though, suddenly, guide</i> ; Sentence Reading	<i>y-</i> derivatives; <i>-ing, -ang, -ong, -ung; ea</i>		Sound Reversal		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Build Background Knowledge; Predict Outcomes</li><li>During Reading: Main Idea and Details; Visual Imagery; Descriptive Words; Author's Purpose; Facts and Details</li><li>After Reading: Descriptive Words; Main Idea and Details; Generate Questions; Compare and Contrast</li></ul>	Classify; Irregular Plurals; Content Words	Sight Words	Irregular Plural Nouns	3 Read; Timed Reading; Read with Expression			Write: Descriptive Words; Descriptive Sentences; Facts and Details
Adv. 7: Meeting Goals Lessons 1–5				Multisyllabic Words with <i>-ed, -ing, -s</i> ; Multiple Meaning Words	Medial Sound Substitution	Phonics: Initial and Final Blends; Sight Words: <i>school, around, again, busy, watch</i> ; Spelling: Final Blends	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Predict Outcomes; Text Connections; Problem and Solution; Prior Knowledge</li><li>During Reading: Sequence Events; Verify Outcomes; Generate Questions; Problem and Solution</li><li>After Reading: Explicit and Implicit Questions; Sequence Events; Character Point of View; Story Elements</li></ul>	<i>remind, fact, pretended, twirled, decided, play, order, vital, tough, neat</i>	Alphabetize; Sight Words	Visual Imagery	Be the Teacher; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Morning Planner

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 7: Meeting Goals Lessons 6–10				Multisyllabic Words with -le; Synonyms	Sound Isolation	Phonics: Digraphs <i>sh, th, ch, wh, ck</i> ; Sight Words: <i>bicycle, wasted, showers, minutes, there, water</i> ; Spelling: Initial and Final Blends	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Text Connections; Preview Image(s) and Text; Predict Outcomes</li><li>During Reading: Main Idea; Verify Outcomes</li><li>After Reading: Explicit and Implicit Questions; Graphic Organizer; Main Idea</li></ul>	<i>pollution, reuse, struggling, recycling, message, inspired, motto, environment, awards, proves</i>		Listen and Draw	Be the Teacher; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Draw Conclusions; Write: Sight Words
Adv. 8: In a Flash Lessons 1–5				Suffixes -er, -est, -y, -ly	Sound Deletion; Sound Isolation	Phonics: Words with /i/; VCe Words; Sight Words: <i>heard, people, don't, nearby, coming, again</i> ; Spelling: <i>igh, or</i>	<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Build Background Knowledge; Predict Outcomes; Text Connections</li><li>During Reading: Main Idea; Generate Questions</li><li>After Reading: Explicit and Implicit Questions; Identify Details; Check for Understanding; Main Idea</li></ul>	<i>thrilled, planet, bolts, tends, roars, usually, funnel, warn, wonder</i>	Categorize; Word Webs; Alphabetize		Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Dictation; Descriptive Writing

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 8: In a Flash Lessons 6–10				Suffixes <i>-less, -ness, -ful</i>	Sound Isolation; Initial Sound Substitution	Phonics: Words with <i>ea, ee, oo</i> ; Sight Words: <i>wildly, heavily, through, blew, others, together</i> ; Spelling: <i>oo, ee</i>	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Analyze Setting; Preview Text and Image(s); Predict Outcomes; Facts and Details</li><li>• During Reading: Make Inferences; Generate Questions</li><li>• After Reading: Connections in Informational Text; Make Inferences; Identify Story Elements; Problem and Solution</li></ul>	<i>swayed, blasted, destroying, tireless, stock, suddenly, downpour, rushed, useful</i>	Categorize	Weather Reporter	3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Descriptive Writing; Safety Poster; Weather Illustrations
Adv. 9: From Start to Finish Lessons 1–5				Prefixes <i>un-, in-</i>	Sound Reversal; Syllable Isolation	Phonics: <i>R-Controlled Vowels; c (/s/) and g (/j/)</i> ; Sight Words: <i>sure, could, story, something, important, around, together, world, different</i> ; Spelling: <i>c (/s/) and g (/j/)</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes; Text Connections; Compare and Contrast</li><li>• During Reading: Self-Monitor; Check for Understanding; Generate Questions</li><li>• After Reading: Explicit and Implicit Questions; Main Idea and Details; Analyze Character; Summarize</li></ul>	<i>noticed, popular, modern, unsure, laboratory, vast, crowd, incredible, grand, view</i>	Alphabetize; Prefixes	Formal vs. Informal Language	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Cause and Effect



LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 9: From Start to Finish Lessons 6–10				Prefixes <i>mis-</i> , <i>dis-</i>	Syllable Isolation; Rhyming	Phonics: <i>oa</i> ; Sight Words: <i>people, through, could, answer, Builds, change, together, something, important; Spelling: oa</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Text Features; Build Background Knowledge; Predict Outcomes; Text Connections</li><li>• During Reading: Compare Text Features; Generate Questions; Analyze Characters; Verify Outcomes</li><li>• After Reading: Compare Text Features; Sequence Events; Analyze Characters</li></ul>	<i>gazed, cramped, misjudge, crumble, flocked, product, soaked, moaned, disbelief, recall, disconnected</i>	Categorize; Dictionary Skills	Nuances in Word Meaning; Using Prefix <i>dis-</i>	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Compare and Contrast
Adv. 10: Sharing Stories Lessons 1–5				Prefix <i>re-</i> ; Suffixes <i>-tion, -sion, -ion</i>	Syllable Deletion; Initial Syllable Substitution	Phonics: <i>ph, kn, wr, -ing, -ed</i> ; Sight Words: <i>reminded, able, usually, tired, useful, return, really; Spelling: ph, kn, wr</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes; Build Background Knowledge</li><li>• During Reading: Literary Devices; Generate Questions; Language Choices</li><li>• After Reading: Language Choices; Explicit and Implicit Questions; Story Elements</li></ul>	<i>arriving, blast, piñata, bright, return, ruled, blurred, decision, breeze, withered, harsh</i>	Sight Words; Descriptive Words		Suffixes; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Descriptive Writing; Letter Writing; Writing Project

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 10: Sharing Stories Lessons 6–10				Suffix <i>-ive</i> ; Homophones	Final Syllable Substitution; Consonant Cluster Isolation	Phonics: <i>ou, ai</i> ; Consonant Doubling; Sight Words: <i>hours, talk, enough, hear, shoe, walk, hard</i> ; Spelling: Consonant Doubling	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Facts and Details; Build Background Knowledge; Text Connections</li><li>• During Reading: Identify Language Choices; Generate Questions; Explicit and Implicit Questions</li><li>• After Reading: Sequence Events; Identify Story Elements; Explicit and Implicit Questions; Compare and Contrast</li></ul>	<i>palace, active, upset, iron, festive, secretly, weaving, cranes, peeked, plucked</i>			Homophones; 3 Read; Timed Reading; Read with Expression		Response to Reading: Compare and Contrast; Versions of Stories; Determine Lesson in Diverse Stories	Write in Response to Reading: Character Analysis; Extend the Story; Animal Cards; Writing Project
Adv. 11: Up, Up, and Away Lessons 1–5				Suffixes <i>-er, -or, -ish</i>	Blend Deletion; Substitution	Phonics: <i>aw</i> ; Compound Words; Sight Words: <i>world, every, near, between, below, country, school, father, start, earth</i>	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Text Connections; Preview Image(s) and Text; Explicit and Implicit Questions</li><li>• During Reading: Self-Monitor; Identify Author's Theme; Record Information</li><li>• After Reading: Use a Glossary; Identify Author's Theme</li></ul>	<i>grips, nervous, force, loyal, tumbles, train, machines, gravity, weightless</i>	Alphabetize; Use Reference Materials		3 Read; Timed Reading; Read with Expression		Sequence of Events	Write in Response to Reading: Author's Theme; Record Information; Writing Project

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 11: Up, Up, and Away Lessons 6–10				Multiple Meaning Words; Suffix -ment	Sound Substitution; Sound Reversal; Sound Isolation	Phonics: <i>ai, ar</i> ; Sight Words: <i>travel, measure, toward, example, always, those, paper, together, group, between</i> ; Spelling: <i>ar</i>	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Preview Image(s) and Text; Text Connections; Facts and Details</li><li>During Reading: Self-Monitor—Context Clues; Use Charts and Graphs; Generate Questions; Main Idea</li><li>After Reading: Identify Text Features; Use Charts and Graphs; Story Elements; Check for Understanding</li></ul>	<i>settled, landforms, rotate, unique, giggled, slumped, apartment, excitement</i>	Multiple Meaning Words		3 Read; Timed Reading; Read with Expression		Check for Understanding: Sequence Events	Write in Response to Reading: Descriptive Writing; Compose Simple Stories; Writing Project
Adv. 12: Did You Know? Lessons 1–5				Synonyms and Antonyms; Abbreviations	Sound Isolation; Rhyming; Blend Deletion	Phonics: Letter Combinations; Contractions; Sight Words: <i>since, didn't, friends, easy, sure, early, listen, several, against</i> ; Spelling: Letter Combinations	<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Predict Outcomes; Text Connections</li><li>During Reading: Self-Monitor; Verify Outcomes; Main Idea; Generate Questions; Summarize</li><li>After Reading: Retell; Summarize; Sequence Events</li></ul>	<i>doubted, amazed, strolled, grumbled, honest, regret, direction, figure</i>	Synonyms and Antonyms	Text Connections	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Generate a List; Writing Project

LEVEL C SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 12: Did You Know? Lessons 6–10				Prefixes, Suffixes	Final Sound Substitution; Sound Isolation; Medial Sound Substitution	Phonics: Inflectional Endings; Sight Words: <i>because, here, why, different, move, picture, again, change, away, animal</i> ; Spelling: <i>ar</i>	<ul style="list-style-type: none"><li>• Before Reading: Author's Purpose; Build Background Knowledge</li><li>• During Reading: Explicit and Implicit Main Idea; Identify Figurative Language; Generate Questions; Cause and Effect</li><li>• After Reading: Author's Purpose; Main Idea and Supporting Details; Check for Understanding; Cause and Effect</li></ul>	<i>centuries, attention, print, three-dimensional, peered, surge, reviewed, fascinated</i>		Text Connections	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Use Resources to Gather Information; Concept Map; Book Report; Writing Project

LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 1: Ticket to Citizenship Lessons 1–5	<i>a, e, i, o, u, sh, th</i> (voiced and unvoiced), <i>ch, wh, kn, wr</i> ; Consonants and Consonant Blends	Words with <i>a, e, i, o, u, sh, th, ch, wh, kn, wr</i> ; Consonant Blends; Sight Words: <i>there, do, other, about, many, some, would, into, each, their, these, people, could, was, first, water, been, who, oil, now, look, write, number, than</i> ; Sentence Reading; Word Families: Words with <i>-ack, -ick, -ock, -eck, -ish, -ash, -ush</i>	<i>a, e, i, o, u, sh, th, ch, wh, kn, wr</i>				<ul style="list-style-type: none"><li>• Before Reading: Preview Text</li><li>• During Reading: Verify Predictions; Check for Understanding; Text Connections</li><li>• After Reading: Identify Facts and Details</li></ul>	<i>able, become, laws, help, share, Earth, rule, choose, matter, vote, leader, plan</i>			Spelling: Words with <i>a, i</i>	3 Read; Timed Reading; Read with Expression	Response to Reading: Dictionary Skills	Write in Response to Reading: Informative Writing; Creative Writing
Adv. 1: Ticket to Citizenship Lessons 6–10	<i>oo, ee, ay, oa, ea, y</i> as /ī/	Words with <i>oo, ee, ay, oa, ea, y</i> as /ī/; VCe Words; Word Building: Inflectional Endings <i>-s, -ed, -ing</i> ; VCe Words with Inflectional Endings; Sight Words: <i>come, only, work, years, live, give, our, sentence, over, little, very, after, great, where, through, any, around, does, another, even, before, right, follow, also</i> ; Sentence Reading; Word Families: <i>-ay, -ap, -ake, -oke</i>	<i>oo, ee, ay, oa, y</i> as /ī/, <i>ea, -s, -ed, -ing</i> ; VCe Words with Inflectional Endings				<ul style="list-style-type: none"><li>• Before Reading: Preview Text</li><li>• During Reading: Text Connections; Narrative and Expository Text</li><li>• After Reading: Retell; Check for Understanding; Identify Facts and Details</li></ul>	<i>color, idea, sign, goal, respect, serves, proud, globe, money, proud, pile, understand, decided</i>	Word Associations			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing



LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 2: Keep It Healthy Lessons 1–5	au, er, ur, ir, ar, or, ea, oo, oa; Soft c and Soft g; Short Vowels; Digraphs; Blends	Words with au, ar, or; Soft c and Soft g; Consonant Doubling; Open Syllables; Word Building: VCe Words with Inflectional Endings; Consonant Doubling; Sight Words: because, again, animal, move, different, air, mother, away, here, try, picture, letter, answer, should, world, near, country, father, Earth, eye, learn, every, between, below; Sentence Reading; Word Families: Words with -ell, -ill	au, ar, or; Soft c and Soft g; Consonant Doubling				<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge</li><li>• During Reading: Check for Understanding; Expository Text Features; Identify Facts and Details</li><li>• After Reading: Retell; Identify Facts and Details; Context Clues</li></ul>	ill, lodge, healthy, weight, range, fancy, exercise, sports, might, safety, block, harm	Word Associations; Illustrations			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative and Creative Writing

LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 2: Keep It Healthy Lessons 6–10	oy, ai, ou, aw, ar, or, er, ir, ur, y as /ē/	Words with oy, ai, ou, aw; Open and Closed Syllables; y as /ē/; Word Building: Contractions; Sight Words: <i>thought, don't, along, something, example, paper, together, group, under, story, begin, both, always, carry, once, hear, idea, enough, really, above, mountain, important, children, almost, young</i> ; Sentence Reading; Word Families: Words with <i>-ank, -unk, -out, -in</i>	oy, ai, ou, aw, er, ir, ur, ar, or; Closed Syllables; Open Syllables				<ul style="list-style-type: none"><li>Before Reading: Preview Text; Expository Text Features</li><li>During Reading: Verify Predictions; Expository Text Features; Check for Understanding</li><li>After Reading: Identify Facts and Details; Text Connections; Check for Understanding</li></ul>	<i>curl, strain, pain, prepare, encourage, practice, permanent, necessary, strengthens, reacts, avoid, labels</i>	Word Associations		Advanced Word Study: Letter Combinations; Word Sort	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing
Adv. 3: From City to City Lessons 1–5	igh, ll, ss, zz, ff, oo, oa, ee, ay, ai	Words with ll, ss, zz, ff, igh, ow, ie; Open Syllables; Closed Syllables; Word Building: Contractions; Compound Words; Sight Words: <i>family, color, piece, friends, heard, become, sure, door, horse, today, hours, measure, listen, toward, vowel, notice, figure, certain</i> ; Sentence Reading; Word Families: Words with <i>-ight</i>	Words with ll, ss, zz, ff, igh, ow; Open Syllables; Closed Syllables				<ul style="list-style-type: none"><li>Before Reading: Activate Prior Knowledge; Preview Text; Narrative Text Structure</li><li>During Reading: Reading for a Purpose; Generate Questions; Narrative Text Structure; Verify Predictions</li><li>After Reading: Check for Understanding; Narrative Text Structure; Text Connections</li></ul>	<i>area, wander, travel, overhead, busy, adventure, quiet, noise, early, vacation, pretty, weather</i>				3 Read; Timed Reading; Read with Expression	Story Elements and Theme	Write in Response to Reading: Creative Writing and Informative Writing

LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 3: From City to City Lessons 6–10	ou, aw, ie, ar, or, ur, ir, er, ea, ow	Words with ou, aw, ar, or, ie, ur, ir, er, ea, ow; Words with Open Syllables; Word Building: Words with -s, -ed, ing; Sight Words: done, English, known, minutes, front, correct, fact, surface, building, nothing, government, course, ocean, scientists; Sentence Reading	Words with ar, or, er, ea, ow; Open Syllables				<ul style="list-style-type: none"><li>Before Reading: Activate Prior Knowledge; Preview Text; Text Connections</li><li>During Reading: Reading for a Purpose; Reading for Prosody</li><li>After Reading: Identify Facts and Details; Organizing Information; Check for Understanding; Self-Monitor; Generate Questions; Text Features</li></ul>	movies, famous, actors, created, artist, statues, visit, groups, music, south, coast, space	Word Associations			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing
Adv. 4: Reptile Retreats Lessons 1–5	oy, ai, ea, ay, oa, oo, ee	Words with oy, ai, ea, ay, oa, oo, ee; Open and Closed Syllables; Sight Words: usually, door, machine, complete, didn't, heard, island, though, shown, several, shoe, through, against, field, travel; Sentence Reading; Word Families: -ean and -eel	Words with oy, ai, ea, ay, oa; Open and Closed Syllables				<ul style="list-style-type: none"><li>Before Reading: Preview Text; Set a Purpose for Reading</li><li>During Reading: Author's Purpose; Text Connections; Activate Prior Knowledge; Read for Prosody</li><li>After Reading: Identify Facts and Details; Check for Understanding; Organize Information; Compare and Contrast</li></ul>	desert, forest, nature, warm, blood, reptiles, lazy, underwater, minutes, liar, ears, special				3 Read; Timed Reading; Read with Expression	Facts and Details	Write in Response to Reading: Creative Writing and Informative Writing



LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 4: Reptile Retreats Lessons 6–10	oi, ew, ph, ar, or, er, ir, ur, le	Words with oi, ew, ph, -le; Open and Closed Syllables; Word Building: Words with -s, -ed, -ing; VCe Words with Inflectional Endings; Sight Words: quickly, stars, pretty, halt, feel, note, carefully, contain, course, language, bring, class, stay, strong; Sentence Reading; Word Families: -ean, -eel	Words with oi, ar, or, er, ir, ur, le, -s, -ed, -ing				<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Set a Purpose for Reading</li><li>During Reading: Read for a Purpose; Text Connections; Read for Prosody; Vocabulary Support; Check for Understanding</li><li>After Reading: Check for Understanding; Organize Information; Text Connections; Retell</li></ul>	type, shiny, darkness, protect, poison, hidden, season, crawls, rattle, mistaken, dangerous, responsible			Advanced Word Study: Word Families; Word Sort	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing
Adv. 5: Windows Into Cultures Lessons 1–5				Capitalize Titles	Suffixes -y, -ly	Words with ea, ar, or, ir; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Narrative and Expository Texts</li><li>During Reading: Read for Fluency; Self-Monitor—Generate Questions</li><li>After Reading: Retell; Check for Understanding; Organize Information; Sequence; More Art</li></ul>	holidays, common, feast, celebrate, route, tricky, history, tools	Story Writing			3 Read; Timed Reading; Read with Expression	Dictation; Express Feelings	Write in Response to Reading: Creative Writing

# LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 5: Windows Into Cultures Lessons 6–10				Regular Plural Nouns	-Y Derivatives; Suffixes <i>-less, -ful</i>	Words with <i>ow, ou</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Build Background Knowledge; Text Connections</li><li>• During Reading: Sequence; Narrative and Expository Text; Retell</li><li>• After Reading: Sequence; Retell; Check for Understanding</li></ul>	<i>countries, cost, increases, introduced, cheerful, symbols, record, express</i>	Sentence Writing		Advanced Word Study: Word Sort; Suffixes	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing
Adv. 6: Up Close With Nature Lessons 1–5				Regular Plural Nouns; Irregular Plural Nouns	Prefixes <i>in-</i>	Words with Closed Syllables; <i>-le</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Text Connections</li><li>• During Reading: Compare and Contrast; Main Idea</li><li>• After Reading: Compare and Contrast; Check for Understanding</li></ul>	<i>unknown, communicate, message, contact, search, understood, incomplete, direction</i>	Word Parts			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Sentence Writing; Creative Writing
Adv. 6: Up Close With Nature Lessons 6–10				Form Possessive Nouns	Prefixes <i>mis-, dis-</i> ; Synonyms	Words with Consonant Blends; <i>oo</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Build Background Knowledge</li><li>• During Reading: Main Idea; Narrative Text Features; Retell</li><li>• After Reading: Main Idea; Narrative Text Features; Check for Understanding</li></ul>	<i>surprise, mistreat, sparkle, fascinating, disbelief, delicious, edible, chemicals</i>	Word Associations			3 Read; Timed Reading; Read with Expression	Story Elements and Theme	Write in Response to Reading: Creative Writing

LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 7: It's a Choice Lessons 1–5					Syllable Division	Words with <i>ay, oi, oy</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Build Background Knowledge; Text Connections</li><li>• During Reading: Main Idea; Generate Questions</li><li>• After Reading: Main Idea; Check for Understanding; Main Idea; Sequence</li></ul>	<i>awesome, medals, teamwork, captured, challenges, choices, rough, tools, style, difference</i>		How-To Presentation		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Creative Writing
Adv. 7: It's a Choice Lessons 6–10				Regular Verb Tenses	Synonyms	<i>Y</i> as <i>/ē/</i> and <i>/ī/</i> ; Words with <i>igh, ur, ol</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Activate Prior Knowledge; Preview Text; Set a Purpose for Reading; Text Connections</li><li>• During Reading: Main Idea; Preview Text; Narrative Text Features</li><li>• After Reading: Check for Understanding; Text Connections; Generate Questions</li></ul>	<i>successful, departed, college, goods, employs, awful, thankful, musicians, audience, fortune</i>	Sentence Writing		Advanced Word Study: Synonyms	3 Read; Timed Reading; Read with Expression	Elements of a Drama	Write in Response to Reading: Creative Writing; Letter Writing; Journal Entry

LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 8: Flying South Lessons 1–5				Irregular Verbs	Antonyms	Words with <i>er, ir, ur</i> ; Compound Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Text Connections</li><li>• During Reading: Vocabulary—Context Clues; Narrative Text Features; Vocabulary Support</li><li>• After Reading: Check for Understanding; Identify Facts and Details; Narrative Text Features; Retell</li></ul>	<i>survive, urge, guide, soar, ahead, wonderful, climate, usually, awkward</i>		Paragraph Writing	Advanced Word Study: Word Sort	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing
Adv. 8: Flying South Lessons 6–10					Prefixes <i>non-, un-, in-</i> ; Homophones	Words with <i>ch, ow</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections</li><li>• During Reading: Vocabulary—Parts of Words; Cause and Effect; Self-Monitor—Generate Questions</li><li>• After Reading: Check for Understanding; Cause and Effect; Retell; Generate Questions</li></ul>	<i>canyon, formed, dunes, mineral, nonsense, arrive, peak, experience, outdoors, somewhere</i>		Summarize		3 Read; Timed Reading; Read with Expression	Persuasive Text: Point of View	Write in Response to Reading: Informative Writing; Creative Writing

LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 9: That Makes Cents! (Sense) Lessons 1–5					Suffixes <i>-ion, -sion</i> ; Multisyllabic Words	Review <i>sh, th</i> ; Compound Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Set a Purpose for Reading; Activate Prior Knowledge; Shades of Meaning</li><li>• During Reading: Expository Text Features; Vocabulary: Resources; Main Idea; Self-Monitor—Reread and Clarify</li><li>• After Reading: Expository Text Features; Vocabulary: Resources; Main Idea</li></ul>	<i>charge, extra, chart, temperature, easy, convince, during, prove, trust, goal</i>				3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing; Journal Entry
Adv. 9: That Makes Cents! (Sense) Lessons 6–10					Suffix <i>-ish</i> ; Contractions	Words with <i>ea, ph</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Make Inferences; Text Connections</li><li>• During Reading: Make Inferences; Summarize; Self-Monitor—Generate Questions; Compare and Contrast Multiple Texts</li><li>• After Reading: Generate Questions; Check for Understanding; Text Connections</li></ul>	<i>explained, appetite, foolish, mistake, require, several, important, perhaps, company</i>	Suffix <i>-ish</i> ; Dictionary Skills			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing

LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 10: Folklore and Fairy Tales Lessons 1–5					Suffixes <i>-able, -ible</i> ; Prefix <i>mid-</i>	Y-Derivatives; Consonant Blends; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Text Connections</li><li>During Reading: Draw Conclusions; Generate Questions; Make Inferences</li><li>After Reading: Text Connections; Draw Conclusions; Make Inferences; Compare and Contrast</li></ul>	<i>glanced, enjoyable, terrible, talkative, exactly, outsmarted, midway, journey, edge, shallow, brag, compare</i>				3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Journal Entry; Writing Project
Adv. 10: Folklore and Fairy Tales Lessons 6–10					Suffix <i>-ment</i> ; Abbreviations	Words with <i>ow</i> ; Inflectional Ending <i>-ed</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Set a Purpose for Reading; Text Connections; Preview Text; Activate Prior Knowledge</li><li>During Reading: Draw Conclusions; Summarize; Generate Questions; Sequence</li><li>After Reading: Narrative Text Features; Make Inferences; Self-Monitor—Generate and Answer Questions; Retell</li></ul>	<i>rich, legends, remain, store, enjoyment, chipped, power, fields, aimed, demanded</i>	Dictionary Skills			3 Read; Timed Reading; Read with Expression	Theme	Write in Response to Reading: Creative Writing; Write a Play; Writing Project



LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 11: A Look Beyond Lessons 1–5					Suffixes <i>-er, -ar, -or</i> ; Homographs	Y as /ē/; Words with <i>kn, wr</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Expository Text Features; Text Connections</li><li>• During Reading: Expository Text Features; Draw Conclusions; Identify Facts and Details; Generate Questions; Make Inferences; Retell</li><li>• After Reading: Read for Prosody; Summarize; Make Inferences; Retell</li></ul>	<i>beyond, silent, empty, bits, explore, telescopes, amazed, study, giant</i>		Retell		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Inference; Writing Project
Adv. 11: A Look Beyond Lessons 6–10					Greek Roots <i>phon, meter</i>	Letter Combination <i>ow</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Make Inferences</li><li>• During Reading: Read for Prosody; Retell; Draw Conclusions; Make Inferences</li><li>• After Reading: Check for Understanding; Summarize; Draw Conclusions; Make Inferences; Figurative Language</li></ul>	<i>experiments, aboard, shower, float, favorite, small, hardly, joined, glow, grinned</i>	Word Associations; Parts of Words			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Writing Project



LEVEL D SKILLS TRACE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 12: Did You Know? Lessons 1–5					Latin Roots <i>form, port</i> ; Multisyllabic Words	Initial Blends; Compound Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Build Background Knowledge</li><li>• During Reading: Make Inferences; Fix-Up Strategies; Generate Questions; Author’s Purpose:</li><li>• After Reading: Author’s Purpose; Summarize; Make Inferences; Point of View</li></ul>	<i>scientists, fascinating, meaning, reports, force, vegetables, gather, soaking, insects, probably</i>	Resources		Advanced Word Study: Roots	3 Read; Timed Reading		Write in Response to Reading: Creative Writing; Write a Recipe; Writing Project
Adv. 12: Did You Know? Lessons 6–10					Latin Roots <i>tract, rupt</i>	Consonant Digraphs; VCe Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Build Background Knowledge</li><li>• During Reading: Fix-Up Strategies; Main Idea; Generate Questions; Self-Monitor—Reread and Clarify Ideas</li><li>• After Reading: Draw Conclusions; Summarize; Retell; Author’s Purpose</li></ul>	<i>lift, thin, reach, equals, swims, stone, solve, poles, island, face</i>	Synonyms			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing; Writing Project

LEVEL E SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 1: Crossing Into Responsibility Lessons 1–5	<i>a, e, i, o, u, sh, th</i> (voiced and unvoiced), <i>ch, wh, kn, wr</i> ; Consonants and Consonant Blends	Words with <i>a, e, i, o, u, ch, wh, kn, wr</i> ; Consonant Blends; Sight Words: <i>because, different, move, here, air, away, animal, mother, again, answer, learn, should, America, eye, country, father, Earth, world</i> ; Sentence Reading; Word Families: Words with <i>-ack, -ick, -ock, -eck, -ank, -in</i>	Words with <i>a, e, i, o, u, sh, th, ch, wh, kn, wr</i> ; Other Consonant Blends			<ul style="list-style-type: none"><li>• Before Reading: Preview Text</li><li>• During Reading: Read for Prosody; Retell</li><li>• After Reading: Identify Facts and Details; Check for Understanding; Retell</li></ul>	<i>clean, invite, neighbor, strike, appreciate, promise, country, family, library, breaths, temper, calm</i>			Word Building: Blends	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Write an Ad; Letter Writing; Creative Writing
Adv. 1: Crossing Into Responsibility Lessons 6–10	<i>oo, ee, ay, oa, ea, y as / i/</i>	Words with <i>oo, ee, ay, oa, ea</i> ; <i>VCe</i> and Inflectional Endings; Sight Words: <i>thought, along, something, together, group, example, paper, story, those, mountain, carry, idea, enough, important, above, young, once, almost, hear</i> ; Word Building: Inflectional Endings <i>-s, -ed, -ing</i> ; Sentence Reading; Word Families: <i>-eep, -ike</i>	Words with <i>oo, ee, ay, oa, y as / i/, ea</i> ; <i>VCe</i> Words with Inflectional Endings			<ul style="list-style-type: none"><li>• Before Reading: Preview Text</li><li>• During Reading: Retell</li><li>• After Reading: Text Connections; Retell</li></ul>	<i>sorry, regret, forgiven, important, rules, respect, supplies, quiet, study, packages, storm, needs</i>	Cluster Map	Elements of Poetry	Advanced Word Study: Word Building	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Paragraph Writing; Informative Reading

LEVEL E SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 2: The Fast Track Lessons 1–5	<i>au, er, ur, ir</i> ; Soft <i>c</i> and Soft <i>g</i> ; <i>ar, or, ea, oo, oa</i> ; Short Vowels; Digraphs; Blends	Words with <i>au</i> ; Soft <i>c</i> and Soft <i>g</i> ; <i>ar, or</i> ; Consonant Doubling; <i>VCe</i> with Inflectional Endings; Two-to-Three-Letter Words ending in a Vowel; Sight Words: <i>it's, questions, area, friends, heard, sure, family, usually, door, didn't, become, color, today, measure, listen, several, notice, certain, I'll, toward, hours, travel</i> ; Sentence Reading; Word Building; Word Families: Words with <i>-ate</i>	Words with <i>au</i> ; Soft <i>c</i> and Soft <i>g</i> ; <i>ar, or</i> ; Consonant Doubling			<ul style="list-style-type: none"><li>• Before Reading: Preview Text</li><li>• During Reading: Read for Fluency; Narrative and Expository Text; Expository Text Features</li><li>• After Reading: Retell; Author's Purpose; Compare and Contrast; Sequence</li></ul>	<i>piece, fit, brains, outdoors, proud, choice, healthy, lazy, journey, swallow, intestines</i>		Fluency Reading	Word Building: Inflectional Endings; Advanced Word Study: Word Families	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Letter Writing
Adv. 2: The Fast Track Lessons 6–10	<i>oy, ai, ou, aw, ar, or, er, ir, ur</i>	Word Reading: Words with <i>oy, ai, ou, aw</i> ; Closed Syllables; Open Syllables; <i>y</i> as <i>/ë/</i> ; Contractions; Sight Words: <i>scientists, English, halt, done, quickly, front, against, vowels, easy, ocean, course, clear, nothing, contain, rest, surface, dry, contain</i> ; Sentence Reading; Word Building: Contractions; Word Families: Words with <i>-art, -ore</i>	Words with <i>oy, ai, ou, aw, er, ir, ur, ar, or</i> ; Closed Syllables; Open Syllables			<ul style="list-style-type: none"><li>• Before Reading: Preview Text</li><li>• During Reading: Verify Predictions; Read for Prosody</li><li>• After Reading: Problem and Solution; Identify Facts and Details; Text Connections</li></ul>	<i>provide, careful, protect, job, remember, confused, hydrated, thirsty, cut, surface, germs</i>	Sentence Writing			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Paragraph Writing; Note-Taking; Create a Brochure; Expository Paragraph

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 3: Faraway Places Lessons 1–5	zz, ff, ll, ss, igh, ow, ie, ea, oo, oa, ee, ay, ai	Words with zz, ff, ll, ss, igh, ow, ie; Open Syllables; Closed Syllables; Multisyllabic Words; Sight Words: island, machine, though, warm, built, heavy, circle, square, equation, material, brought, among, special, object, subject, simple, able, rule; Sentence Reading; Word Building: Words with Open Syllables; Word Families: Words with -ight	Words with zz, ff, ll, ss, igh, ow, ie; Multisyllabic Words			<ul style="list-style-type: none"><li>Before Reading: Preview Text; Narrative Text Features</li><li>During Reading: Generate Questions; Narrative Text Features: Verify Predictions</li><li>After Reading: Author’s Purpose; Narrative Text Features; Identify Facts and Details</li></ul>	<i>vacation, relax, island, desert, iron, kangaroo, wildlife, map, direction, set, below, unfortunately</i>	Descriptive Words			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Creative Writing; Directions
Adv. 3: Faraway Places Lessons 6–10	ou, oi, ie, ew, ph, ea, ow, ar, or, er, ir, ur	Words with ou, oi, ie, ew, ph, ar, or, er, ir, ur, le; Word Building: Compound Words; -s, -ed; Word Families: Words with -ore; Sight Words: syllables, ready, general, Europe, anything, perhaps, suddenly, return, direction, energy, heart, discovered, written, distance, cause, probably, difference, beside; Sentence Reading	Words with ew, ph, le, ar, or, er, ir, ur; Compound Words			<ul style="list-style-type: none"><li>Before Reading: Preview Text</li><li>During Reading: Read for Prosody; Identify Facts and Details; Verify Predictions</li><li>After Reading: Expository Text Features; Author’s Purpose; Check for Understanding; Identify Facts and Details</li></ul>	<i>tower, brief, lean, famous, history, expect, jungle, friendly, customs, castles, travel, volcano</i>	Dictionary Skills; Sentence Writing; Context Clues			3 Read; Timed Reading; Read with Expression	Literary Elements: Elements of Drama	Write in Response to Reading: Creative Writing

# LEVEL E SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 4: Wild or Tame Lessons 1–5				Suffixes <i>-er, -est, -ly, -y</i>	Vowel Combinations <i>ee, ea</i> ; Sight Words; Letter Combinations <i>ol, ew</i> ; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Text Connections</li><li>During Reading: Sequence; Generate Questions</li><li>After Reading: Expository Text Features; Sequence; Vocabulary Support</li></ul>	<i>members, task, naturally, greatest, insects, train, exactly, medicine</i>		Fluency Reading	Advanced Word Study: Word Building	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Drafting
Adv. 4: Wild or Tame Lessons 6–10				Suffixes <i>-less, -ness, -ful</i> ; Review <i>Y</i> Derivatives	Letter Combinations <i>ay, ai, er</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge</li><li>During Reading: Retell; Generate Questions</li><li>After Reading: Identify Facts and Details; Compare and Contrast; Expository Text Features</li></ul>	<i>wolves, wilderness, packs, families, bats, bridge, usefulness, flight</i>			Advanced Word Study: Word Building; Suffixes	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing
Adv. 5: Spreading Out Lessons 1–5				Prefixes <i>un-, in-</i> ; Compound Words	Words with <i>ar, ou</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Text Connections</li><li>During Reading: Vocabulary: Context Clues; Parts of Words; Compare and Contrast</li><li>After Reading: Vocabulary: Context Clues; Make Inferences; Compare and Contrast</li></ul>	<i>sport, field, past, unmarked, information, entertainment, communicate, order</i>	Flash Cards; Word Identification			3 Read; Timed Reading; Read with Expression	Literary Analysis: Venn Diagram	Write in Response to Reading: Creative Writing



LEVEL E SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 5: Spreading Out Lessons 6–10				Prefixes <i>mis-</i> , <i>dis-</i>	Words with Hard and Soft <i>c</i> ; Sight Words; Words with <i>or</i> ; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Activate Prior Knowledge</li><li>• During Reading: Main Idea; Verify Predictions; Vocabulary—Resources</li><li>• After Reading: Main Idea; Generate Questions; Make Inferences; Sequence</li></ul>	<i>automobiles, unpaved mistakes, improvement, discomfort, repair, disappear, amuse</i>	Word Associations		Advanced Word Study: Prefix <i>mis-</i> ; Affixes	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing
Adv. 6: Jungle Jaunt Lessons 1–5				Review Syllable Division; Open and Closed Syllables	Words with <i>y</i> (/ē/), <i>oo</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Build Background Knowledge; Activate Prior Knowledge</li><li>• During Reading: Main Idea; Expository Text Features</li><li>• After Reading: Main Idea; Identify Facts and Details</li></ul>	<i>orchid, blossom, pollen, scent, tropical, discovered, rare, stout</i>	Word Parts; Words and Sentences			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing
Adv. 6: Jungle Jaunt Lessons 6–10				Prefixes <i>re-</i> , <i>de-</i> ; Review Synonyms	Words with Hard and Soft <i>g</i> , <i>le</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Vocabulary Review</li><li>• During Reading: Main Idea; Narrative Text Structure</li><li>• After Reading: Main Idea; Identify Facts and Details; Sequence; Narrative Text Structure</li></ul>	<i>harmless, fool, return, imitate, danger, research, polluting, rescue</i>		Retell		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Creative Writing

# LEVEL E SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 7: A Fork in the Road Lessons 1–5				Open Syllables; Prefix <i>pre-</i> ; Antonyms	Words with <i>y</i> as <i>/ē/, al</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Text Connections</li><li>During Reading: Vocabulary—Context Clues; Main Idea; Narrative Text Structure;</li><li>After Reading: Self-Monitor—Use Context Clues; Author’s Purpose; Narrative Text Structure; Identify Facts and Details</li></ul>	<i>prepare, guards, courage, national, cousin, season, scared, friendship</i>			Advanced Word Study: World Building; Antonyms	3 Read; Timed Reading; Read with Expression	Literary Analysis: Problem and Solution	Write in Response to Reading: Creative Writing
Adv. 7: A Fork in the Road Lessons 6–10				Prefix <i>non-</i> ; Homophones	Words with <i>ch, tch, ou, oi</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Text Connections</li><li>During Reading: Vocabulary—Parts of Words; Cause and Effect</li><li>After Reading: Vocabulary—Context Clues and Parts of Words; Cause and Effect; Identify Facts and Details; Text Connections; Check for Understanding</li></ul>	<i>result, practice, foolish, nonsense, waste, curious, plan, grown, complain, talent</i>	Sentences	Retell		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Creative Writing
Adv. 8: Living With Nature Lessons 1–5				Suffixes <i>-tion, -sion, -ion</i> ; Contractions	Words with <i>igh, ur</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Text Connections; Activate Prior Knowledge</li><li>During Reading: Expository Text Features; Implicit Main Idea; Vocabulary—Context Clues</li><li>After Reading: Self-Monitor—Reread and Clarify Ideas; Implicit Main Idea; Vocabulary—Context Clues</li></ul>	<i>resources, propeller, electricity, solution, labels, scientists, tools, rapidly, occur, temperature</i>	Word Association		Advanced Word Study: Root Words; Word Families	3 Read; Timed Reading; Read with Expression	Use Multiple Informational Texts	Write in Response to Reading: Informative Writing



# LEVEL E SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 8: Living With Nature Lessons 6–10				Suffix <i>-ive</i> ; Open Syllables	Words with <i>sh, aw</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Build Background Knowledge; Text Connections</li><li>• During Reading: Make Inferences; Narrative Text Structure</li><li>• After Reading: Main Idea; Generate Questions; Sequence; Make Inferences</li></ul>	<i>remain, endangered, laws, alarmed, detective, creature, ocean, fisherman, introducing, native</i>		Retell	Advanced Word Study: Word Building; Syllabication	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Draft
Adv. 9: Matters of Money Lessons 1–5				Suffix <i>-ive</i> ; Homographs	Consonant Digraph <i>kn</i> ; Sight Words; Letter Combination <i>oi</i> ; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Narrative Text Structure; Vocabulary Review</li><li>• During Reading: Narrative Text Structure; Summarize; Retell; Make Inferences; Generate Questions</li><li>• After Reading: Author's Purpose; Sequence; Antonyms; Identify Facts and Details; Retell</li></ul>	<i>strolled, racks, earned, trinkets, expensive, slim, plain, system, ancient, convenient</i>				3 Read; Timed Reading; Read with Expression	Literary Analysis: Cause and Effect	Write in Response to Reading: Sequence Events; Creative Writing; Compare and Contrast; Literary Analysis: Cause and Effect
Adv. 9: Matters of Money Lessons 6–10				Suffix <i>-ment</i> ; Prefixes <i>trans-, mid-</i>	Letter Combinations <i>ea, ee</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Make Inferences; Draw Conclusions</li><li>• During Reading: Make Inferences; Fix-up Strategies; Generate Questions</li><li>• After Reading: Generate Questions; Sequence</li></ul>	<i>lump, content, intent, cheap, spent, excitement, invented, alike, produced, struggling, popular</i>	Synonyms and Antonyms; Dictionary Skills			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Sequence Events; Creative Writing; Literary Analysis: 5 <i>W</i> 's and <i>H</i> ; Compare and Contrast: Firsthand and Secondhand Accounts

# LEVEL E SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 10: A Taste of Literature Lessons 1–5				Suffixes <i>-er, -ar, -or</i> ; Abbreviations	Compound Words; Sight Words; Syllable Division; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Narrative Text Structure; Main Idea</li><li>During Reading: Text Connections; Make Predictions; Summarize; Main Idea; Compare and Contrast</li><li>After Reading: Make Inferences; Summarize; Author’s Purpose; Compare and Contrast</li></ul>	<i>encouraged, interior, bother, declared, wonderful, radiance, continued, passed, sews, exist, sneaky, version</i>				3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Final Draft; Informative Writing; Writing Project
Adv. 10: A Taste of Literature Lessons 6–10				Roots <i>meter, phon, spec</i>	Words with <i>ie</i> ; Sight Words; Compound Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Narrative Text Structure; Text Connections</li><li>During Reading: Generate Questions; Narrative Text Features; Theme; Main Idea</li><li>After Reading: Make Inferences; Retell; Identify Facts and Details; Main Idea</li></ul>	<i>hollow, emerged, shrugging, glittered, mightier, whimpered, purposes, culture, festival, comedians, ordinary</i>	Word Associations; Word Parts			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Writing Project
Adv. 11: What’s Out There? Lessons 1–5				Latin Roots <i>port, form</i>	Inflectional Ending <i>-ing</i> ; Sight Words; Compound Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Set a Purpose for Reading</li><li>During Reading: Generate Questions; Make Inferences; Fix-Up Strategies</li><li>After Reading: Read for Prosody; Retell; Main Idea</li></ul>	<i>thrilled, sparkling, worse, I’ll, designed, disappointment, explore, supported, lowered, received, perform, silent</i>	Antonyms; Word Parts			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing; Writing Project

# LEVEL E SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 11: What's Out There? Lessons 6–10				Latin Roots <i>rupt, tract</i>	Inflectional Ending -s; Sight Words; V/CV Syllable Division; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Text Connections; Activate Prior Knowledge</li><li>During Reading: Retell; Sequence; Cause and Effect; Problem and Solution</li><li>After Reading: Main Idea; Expository Text Features; Author's Purpose; Draw Conclusions; Main Idea</li></ul>	<i>collect, snapped, ruined, examine, descend, comfortable, probably, adjust, especially, consider</i>	Antonyms; Synonyms		Advanced Word Study: Word Families	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Draft; Writing Project
Adv. 12: Did You Know? Lessons 1–5				Latin Roots <i>dict, mit</i>	Words with <i>ai</i> ; Sight Words; Suffix/Drop e Rule; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Set a Purpose for Reading; Build Background Knowledge; Activate Prior Knowledge</li><li>During Reading: Fix-Up Strategies; Verify Predictions; Narrative Text Structure; Descriptive Language; Generate Questions; Retell</li><li>After Reading: Draw Conclusions; Descriptive Language; Main Idea; Identify Facts and Details; Retell</li></ul>	<i>announced, wrinkled, chuckled, arrived, beneath, swarms, surroundings, shudder, meanwhile, ability</i>	Context Clues			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Writing Project

# LEVEL E SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 12: Did You Know? Lessons 6–10				Greek Roots <i>gram</i> , <i>graph</i>	Consonant Digraph <i>ch</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Set a Purpose for Reading</li><li>• During Reading: Fix-Up Strategies; Identify Facts and Details; Generate Questions; Implicit Main Idea; Sequence</li><li>• After Reading: Main Idea; Expository Text Features; Sequence; Identify Facts and Details; Retell</li></ul>	<i>interesting, decorated, tough, decreased, strength, familiar, astonished, mysterious, suffer, plunge</i>	Synonyms and Antonyms			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Sequencing; Creative Writing; Writing Project

# LEVEL F SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 1: The Road to Responsibility Lessons 1–5	<i>a, e, i, o, u, sh, th</i> (voiced and unvoiced), <i>ch, wh, kn, wr</i> ; Consonants and Consonant Blends	Words with <i>a, e, i, o, u, sh, th, ch, wh, kn, wr</i> ; Other Consonant Blends; Sight Words: <i>because, here, why, different, move, again, change, air, away, animal, house, page, America, world, every, should, country, Earth, father, mother, study, learn, near, school</i> ; Sentence Reading; Word Families: Words with <i>-ck, -ack, -ick, -ock, -eck, -ing</i>	Words with <i>a, e, i, o, u, sh, th, ch, wh, kn, wr</i> ; Other Consonant Blends			<ul style="list-style-type: none"><li>Before Reading: Preview Text</li><li>During Reading: Read for Fluency; Read for Prosody</li><li>After Reading: Identify Facts and Details; Verify Predictions; Make Inferences</li></ul>	<i>neighborhood, garden, bed, standard, spectacle, affect, impression, flourish, glorious, organizations, collect, deeds</i>			Advanced Word Study: Word Families; Spelling: Initial Blends	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing
Adv. 1: The Road to Responsibility Lessons 6–10	<i>oo, ee, ay, oa, ea, y</i> as / ī/	Words with <i>oo, ee, ay, oa, ea, y</i> as / ī/; VCe and Inflectional Endings; Sight Words: <i>thought, something, don't, open, always, along, group, might, really, both, together, important, mountain, once, young, idea, enough, talk, four, exchange, almost, above</i> ; Sentence Reading; Word Families: <i>-oke, -ike, -ame, -ore</i>	Words with <i>oo, ee, ay, oa, ea, y</i> as / ī/; VCe Words with Inflectional Endings			<ul style="list-style-type: none"><li>Before Reading: Preview Text</li><li>During Reading: Read for Prosody; Verify Predictions; Retell</li><li>After Reading: Retell; Text Connections</li></ul>	<i>volunteering, league, agreeable, displayed, amusement, determination, racket, organization, fortunate, descendants, damaged</i>		Retell	Advanced Word Study: Word Building	3 Read; Timed Reading; Read with Expression	Literary Point of View	Write in Response to Reading: Creative Writing; Informative Writing; Identify Personality Traits



# LEVEL F SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 2: On the Run Lessons 1–5	<i>au, er, ur, ir, ar, or</i> ; Soft <i>c</i> and Soft <i>g</i> ; Review <i>ea, oo, oa</i> ; Short Vowels; Digraphs; Blends	Words with <i>au, ar, or</i> ; <i>VCe</i> and <i>VCe</i> with Inflectional Endings; Consonant Doubling; Soft <i>c</i> and Soft <i>g</i> ; Two-to-Three-Letter Words Ending in a Vowel; Sight Words: <i>sure, it's, area, piece, didn't, become, family, color, usually, friends, heard, door, today, hours, early, several, toward, vowel, listen, certain</i> ; Sentence Reading; Word Families: Words with <i>-ake</i>	Words with <i>au</i> ; Soft <i>c</i> and Soft <i>g</i> ; <i>ar, or</i> ; Consonant Doubling			<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Text Connections; Expository Text Features; Preview Text</li><li>• During Reading: Read for Prosody; Expository Text Features; Verify Predictions; Text Connections</li><li>• After Reading: Identify Facts and Details; Expository Text Features;</li></ul>	<i>oxygen, awareness, healthy, capacity, advantage, brutes, organized, hardship, quirk, rebuild, apply, discussion</i>	Sentence Completion		Spelling: <i>au</i>	3 Read; Timed Reading		Write in Response to Reading: Creative Writing; Text Connections
Adv. 2: On the Run Lessons 6–10	<i>oy, ai, ou, aw, ar, or, er, ir, ur</i> ; <i>y</i> as /ē/	Word Reading: Words with <i>oy, ai, ou, aw</i> ; Closed Syllables; Open Syllables; <i>y</i> as /ē/; Contractions; Sight Words: <i>measure, notice, against, field, travel, shoe, war, numeral, quickly, done, English, correct, became, inches, scientists, known, note, feel</i> ; Sentence Reading; Word Building: Contractions; Word Families: Words with <i>-awn, -irt</i>	Words with <i>oy, ai, ou, aw</i> ; Closed Syllables; Open Syllables; <i>y</i> as /ē/; <i>-irt</i>			<ul style="list-style-type: none"><li>• Before Reading: Preview Text</li><li>• During Reading: Verify Predictions; Read for Prosody; Author's Purpose; Expository Text Features</li><li>• After Reading: Identify Facts and Details; Text Connections</li></ul>	<i>recipe, awkward, outstanding, apparent, fascinate, afterward, activity, focus, supervise, invisible, identify, diseases</i>		Verb Tense to Convey Times and Sequences; Verb Tense to Convey States or Conditions; Perfect Tense Verbs; Inappropriate Verb Shifts		3 Read; Timed Reading; Read with Expression	Informational Text: Connections	Write in Response to Reading: Letter Writing; Create a Schedule

# LEVEL F SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 3: Where Can I Go? Lessons 1–5	igh, ff, ll, ss, zz, ow, ie, ea, oo, oa, ee, ay, ai	Words with igh, ff, ll, ss, zz, ow, ie; Open Syllables; Closed Syllables; Multisyllabic Words; Sight Words: contain, surface, nothing, carefully, inside, strong, ocean, decided, language, shown, building, class, produce, dry, stay, government, clear, bring; Sentence Reading; Word Building: Words with Open Syllables; Word Families: Words with -ow, -ark	Words with igh, ff, ll, ss, zz, ow; Multisyllabic Words			<ul style="list-style-type: none"><li>• Before Reading: Activate Prior Knowledge; Narrative Text Structure; Preview Text</li><li>• During Reading: Self-Monitor— Reread and Clarify Understanding; Narrative Text Structure; Checking for Understanding</li><li>• After Reading: Checking for Understanding; Identify Facts and Details</li></ul>	descends, height, coarse, shimmer, archaeologist, journey, overjoyed, site, pleasure, humorous, unusual, entertain, hesitate	Definitions	Conjunctions; Correlative Conjunctions		3 Read; Timed Reading; Read with Expression	Elements of Drama	
Adv. 3: Where Can I Go? Lessons 6–10	ou, ie, oi, ew, ph, er, ea, ow, ar, or	Words with ou, ie, oi, ew, ph, er, ar, or; Consonant le; Sight Words: understood, common, week, explain, thousands, warm, built, heavy, circle, square, though, material, brought, round, island, machine, plane, equation, system, behind; Sentence Reading; Word Building: Compound Words; -s, -ed; Word Families: Words with -are	Words with ew, ph, le, ar, or, er, ir, ur; Compound Words			<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Set a Purpose for Reading</li><li>• During Reading: Verify Predictions; Identify Facts and Details; Checking for Understanding</li><li>• After Reading: Identify Facts and Details; Check for Understanding; Identify Expository Text Features; Self-Monitor— Generate Questions</li></ul>	grief, bazaar, enormous, burden, ancient, gourds, tendons, launched, temple, nervous, delicious, meek, prefer, disturb	Word Map	Prepositions; Interjections		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Use Rhythm; Create a Brochure



# LEVEL F SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 4: On the Hunt Lessons 1–5				Suffixes <i>-er, -est, -ly, -y</i>	Words with <i>ck, ol</i> ; Sight Words; Rule-Based Words: VCe; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Build Background Knowledge</li><li>During Reading: Sequence; Generate Questions</li><li>After Reading: Identify Facts and Details; Sequence; Generate Questions</li></ul>	<i>slyest, prey, squirt, fluid, bendable, odd, constantly, pests, crops</i>		Retell		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Sequence Map; Creative Writing; Informative Writing
Adv. 4: On the Hunt Lessons 6–10				Y Derivatives; Suffixes <i>-less, -ful, -ness</i>	Y as /ē/ and /ī/; Sight Words; Words with <i>ea</i> ; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Text Connections; Build Background Knowledge</li><li>During Reading: Retell</li><li>After Reading: Identify Facts and Details; Check for Understanding; Text Connections; Sequence</li></ul>	<i>giddy, delivery, elegant, performance, alertness, fondness, purify, erosion, damming</i>	Sentence Completion		Advanced Word Study: Word Building	3 Read; Timed Reading; Read with Expression	Using Multiple Informational Texts	
Adv. 5: Just Passing Through Lessons 1–5				Prefixes <i>un-, in-</i> ; Compound Words	Words with <i>ea, ai</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Text Connections; Build Background Knowledge</li><li>During Reading: Vocabulary—Context Clues; Parts of Words; Compare and Contrast</li><li>After Reading: Verify Predictions; Vocabulary—Parts of Words; Compare and Contrast</li></ul>	<i>medical, convenience, incapable, neglected, zones, immigrants, brisk, masterpiece</i>	Synonyms			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing

# LEVEL F SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 5: Just Passing Through Lessons 6–10				Prefixes <i>mis-</i> , <i>dis-</i>	Words with <i>oo</i> , <i>ai</i> , <i>ea</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Build Background Knowledge; Text Connections</li><li>• During Reading: Main Idea; Vocabulary: Resources</li><li>• After Reading: Check for Understanding; Graphic Novel—Analyze Visual Elements; Identify Facts and Details; Self-Monitor—Use Context Clues</li></ul>	<i>local, loyal, misunderstanding, supply, disorder, disagree, unravel, achieve</i>	Synonyms; Definitions			3 Read; Timed Reading; Read with Expression	Literary Analysis	Write in Response to Reading: Creative Writing
Adv. 6: Weird Wildlife Lessons 1–5				Review Open and Closed Syllables; Syllable Division	Words with <i>ou</i> , <i>ow</i> , <i>le</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Build Background Knowledge</li><li>• During Reading: Main Idea; Expository Text Features</li><li>• After Reading: Main Idea; Sequence</li></ul>	<i>diet, keen, nature, consort, larva, extend, trace, predator, seldom</i>	Ask and Answer Questions		Advanced Word Study: <i>le</i> Syllable Words	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Main Idea
Adv. 6: Weird Wildlife Lessons 6–10				Prefixes <i>re-</i> , <i>de-</i> ; Review Synonyms	Suffix <i>-ly</i> ; Sight Words; Consonant Doubling; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Retell</li><li>• During Reading: Explicit Main Idea; Generate Questions; Descriptive Language</li><li>• After Reading: Main Idea; Sequence; Check for Understanding</li></ul>	<i>genuine, confused, bacteria, decompose, hideous, ease, distinguish, observations</i>				3 Read; Timed Reading; Read with Expression	Response to Reading; Vocabulary Meaning	Write in Response to Reading: Informative Writing; Creative Writing

# LEVEL F SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 7: Make the Right Choices Lessons 1–5				Prefix <i>pre-</i> ; Antonyms	Words with <i>oa</i> , <i>er</i> ; Sight Words; Spelling	<ul style="list-style-type: none"> <li>Before Reading: Preview Text; Text Connections; Activate Prior Knowledge; Build Background Knowledge</li> <li>During Reading: Vocabulary: Context Clues; Main Idea; Narrative Text Features</li> <li>After Reading: Check for Understanding; Self-Monitor—Use Context Clues; Sequence; Retell</li> </ul>	<i>launched, precaution, career, inspecting, bounded, decision, responsibility, orchestra</i>			Advanced Word Study: Multisyllabic Words	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing; Write About Literature—Compare and Contrast
Adv. 7: Make the Right Choices Lessons 6–10				Prefix <i>non-</i> ; Homophones	Words with <i>er</i> , <i>oy</i> ; Sight Words; Spelling	<ul style="list-style-type: none"> <li>Before Reading: Build Background Knowledge; Activate Prior Knowledge; Preview Text; Text Connections</li> <li>During Reading: Vocabulary—Parts of Words; Cause and Effect</li> <li>After Reading: Check for Understanding; Vocabulary—Parts of Words; Main Idea; Cause and Effect; Make Inferences</li> </ul>	<i>consume, squeamish, nonsense, sustain, conservation, employ, recycle, reign</i>	Write Sentences; Homophones			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Creative Writing
Adv. 8: Water, Water Everywhere Lessons 1–5				Suffixes <i>-tion</i> , <i>-sion</i> , <i>-ion</i> ; Contractions	Compound Words; Sight Words; Words with <i>ie</i> ; Spelling	<ul style="list-style-type: none"> <li>Before Reading: Build Background Knowledge; Activate Prior Knowledge</li> <li>During Reading: Expository Text Features; Implicit Main Idea</li> <li>After Reading: Expository Text Features; Cause and Effect</li> </ul>	<i>substances, irrigation, eventually, discussion, aren't, evaporate, precipitation, diverse</i>	Word Associations			3 Read; Timed Reading; Read with Expression	Informational Text: Point of View	Write in Response to Reading: Informative Writing; Write About Informational Text—Reasons and Evidence

# LEVEL F SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 8: Water, Water Everywhere Lessons 6–10				Suffix <i>-ive</i> ; Open and Closed Syllables	Words with <i>igh</i> , <i>oo</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Build Background Knowledge; Make Inferences</li><li>During Reading: Vocabulary—CPR; Main Idea; Implicit Main Idea; Make Inferences</li><li>After Reading: Implicit Main Idea; Make Inferences; Expository Text Features; Check for Understanding</li></ul>	<i>impressive, quality, massive, effective, condensation, information, hypothesis, knowledge</i>	Interview Questions; Cloze Sentences	Dictation		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing
Adv. 9: Dollars and Sense Lessons 1–5				Suffix <i>-able</i> ; Closed Syllables; Homographs	<i>R</i> -Controlled Vowels <i>ar, or, ir</i> ; Sight Words; Compound Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Text Connections; Build Background Knowledge</li><li>During Reading: Expository Text Features; Generate Questions; Main Idea</li><li>After Reading: Make Inferences; Check for Understanding; Retell; Main Idea</li></ul>	<i>amazing, invented, removable, difficult, recorded, emptied, budget, lovely, charity</i>	Sentence Writing	Rules for Formating Titles; Comparing and Contrasting Characters Through Dialogue		3 Read; Timed Reading; Read with Expression	Literary Analysis	Write in Response to Reading: Persuasive Writing; Creative Writing
Adv. 9: Dollars and Sense Lessons 6–10				Suffix <i>-ment</i> ; Prefix <i>trans-</i> ; Compound Words	Words with <i>ee, ea</i> ; Sight Words; Words with Soft <i>c</i> and Soft <i>g</i> ; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge</li><li>During Reading: Make Inferences; Retell; Make Inferences; Fix-Up Strategies</li><li>After Reading: Main Idea; Make Inferences; Retell; Checking for Understanding</li></ul>	<i>developed, famous, raised, weave, enjoyable, projected, feature, renting, collected</i>	Concentration Game	Compare Registers: Who Are You Talking To?	Advanced Word Study: Dictionary Skills	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Compare and Contrast



# LEVEL F SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 10: Tales Through Time Lessons 1–5				R-Controlled Vowels -er, -ar, -or; Abbreviations	Words with th, le; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Self-Monitor—Generate Questions; Fix-Up Strategies</li><li>During Reading: Summarize; Retell; Fix-Up Strategies</li><li>After Reading: Fix-Up Strategies; Summarize; Retell</li></ul>	<i>gathers, planned, especially, couple, meanwhile, learned, treat, cure, helpful, ancient</i>	Word Association			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Draft; Creative Writing; Informative Writing; Writing Project
Adv. 10: Tales Through Time Lessons 6–10				Roots <i>meter, phon, spec</i>	Letter Combinations <i>ee, ea</i> ; Sight Words; Inflectional Ending -ed; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Build Background Knowledge; Self-Monitor—Generate Questions</li><li>During Reading: Self-Monitor—Generate Questions; Identify Facts and Details; Theme; Summarize; Fix-Up Strategies</li><li>After Reading: Retell; Vocabulary Support; Make Inferences; Theme; Compare and Contrast</li></ul>	<i>separately, located, designed, furniture, broke, merchant, language, figure, giggled, memory</i>			Word Building: Multisyllabic Words; Word Families; Root Words	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Writing Project
Adv. 11: Beyond the Stars Lessons 1–5				Roots <i>port, form</i>	Words with <i>oo</i> ; Sight Words; Two-to-Three-Letter Words Ending in a Vowel; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Generate Questions</li><li>During Reading: Build Background Knowledge; Read for Prosody; Retell; Fix-Up Strategies; Main Idea</li><li>After Reading: Make Inferences; Author's Purpose; Text Connections; Main Idea; Summarize; Retell</li></ul>	<i>gravity, experience, view, favorite, transported, encourage, dismissed, relax, curious, original</i>	Parts of Words			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Draft; Persuasive Writing; Writing Project

# LEVEL F SKILLS TRACE

	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 11: Beyond the Stars Lessons 6–10				Roots <i>tract, rupt</i>	Words with <i>ay</i> ; Sight Words; Inflectional Ending <i>-ing</i> ; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Text Connections; Generate Questions</li><li>During Reading: Self-Monitor— Reread and Clarify Ideas; Fix-Up Strategies; Retell; Main Idea</li><li>After Reading: Read for Accuracy and Rate; Author’s Purpose; Fix-Up Strategies; Summarize; Vocabulary: Context Clues</li></ul>	<i>nervous, benefits, obtain, avoid, operate, expensive, anchor, produce, construct, explore</i>	Resources; Parts of Words			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Writing Project
Adv. 12: Did You Know? Lessons 1–5				Root <i>dict</i> ; <i>R</i> -Controlled Vowel <i>er</i>	Compound Words; Sight Words; Two-to-Three-Letter Words Ending in a Vowel; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Generate Questions</li><li>During Reading: Self-Monitor— Generate Questions; Retell; Self-Monitor— Fix-Up Strategies; Author’s Purpose; Identify Facts and Details</li><li>After Reading: Identify Facts and Details; Retell; Main Idea</li></ul>	<i>rumbles, swirled, concerned, atmosphere, exploded, underneath, vision, blunder, dangerous, mysterious</i>	Parts of Words; Word Association		Advanced Word Study: Affixes	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Writing Project

# LEVEL F SKILLS TRACE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Speaking and Listening/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 12: Did You Know? Lessons 6–10				Roots <i>gram, graph</i>	Long Vowel: y as /ī/; Sight Words; Soft c and Soft g; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Generate Questions</li><li>During Reading: Fix-Up Strategies; Main Idea; Summarize; Self-Monitor—Reread and Clarify Ideas</li><li>After Reading: Check for Understanding; Expository Text Features</li></ul>	<i>curved, directs, compound, various, alter, fabulous, threatening, soars, attempt</i>		Retell		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Creative Writing; Draft; Writing Project



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