

HARTLAND CONSOLIDATED SCHOOLS
9525 E. Highland Rd. • Howell, Michigan 48843

Curriculum Committee meeting
October 6, 2026
1:00 p.m. - Boardroom

AGENDA

This is a meeting in public for the purpose of conducting the business of Hartland Consolidated Schools and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda. Guests are expected to act with civility and not interrupt this school business meeting. Anyone being disruptive will be asked to leave.

I. Call to Order

II. Call to the Public

This portion of the agenda is for citizens to address any questions or comments to the Board. Attendees must register their intention to participate in the public participation portion of the meeting prior to the start of the meeting. Individuals may not register others to speak during public participation.

The committee will listen and take comments and questions under advisement but will not respond at this time. The chairperson will refer any questions to the superintendent for investigation and respond at a later date.

Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by your comments. Each speaker may be limited to three (3) minutes. No participant may speak more than once.

III. Public Act 146: Resource Recommendation

Board of Education Update: Public Act 146

Hartland's Past, Current, and Future Work Toward Alignment and Compliance

Public Act 146, Michigan's K–12 Literacy and Dyslexia Law, was signed into law in October 2024. The law is designed to strengthen literacy instruction through evidence-based practices, appropriate screening and progress monitoring, professional learning, and evidence-based intervention. Full implementation begins in the 2027–28 school year.

Hartland has been engaged in literacy improvement work for several years, and much of the work required by PA 146 builds upon work that was already underway in the district.

2024–25: Continuing Our Literacy Work

Following the passage of PA 146, Hartland continued its work to align literacy instruction with Michigan's Literacy Essentials and research-based reading practices.

Our work has included reviewing student achievement data, evaluating our current instructional resources, and identifying areas where teachers need additional support. One area identified was phonics instruction.

2025–26: Selection of UFLI

During the 2025–26 school year, the district selected UFLI Foundations, 1st Edition to strengthen foundational reading instruction.

Our student achievement data does not indicate a need to replace our comprehensive Units of Study ELA curriculum. However, our review of classroom practice and teacher feedback indicated that the phonics component of Units of Study was an area where additional support was needed. Several Hartland teachers were already supplementing their phonics instruction with UFLI.

UFLI provides teachers with a systematic approach to teaching foundational reading skills, including phonemic awareness, phonics, decoding, spelling, and word reading. It allows us to strengthen this portion of our literacy instruction while continuing to use Units of Study for broader literacy instruction, including comprehension, writing, vocabulary, and related skills.

UFLI materials have already been purchased for all K–5 teachers and interventionists through our literacy funding.

2026–27: Implementation and Continued Alignment

This school year, Hartland is using Section 35m funding to support implementation of evidence-based literacy materials and professional learning.

As we continued our review, we identified a need to strengthen foundational skills instruction in grades 3–5, while also ensuring that instruction is developmentally appropriate for older elementary students.

For this reason, we are proposing the 95 Phonics Core Program for Grades 3–5. The program is included on MDE's current list of evidence-based Tier 1 literacy materials.

The instructional focus progresses as students get older. In Grade 3, instruction continues to strengthen phonics, syllable patterns, and word-reading skills. In Grades 4–5, students increasingly apply knowledge of word structure, morphology, roots, prefixes, and suffixes to read and spell more complex words. This provides an age-appropriate progression in foundational reading instruction.

Implementation Plan

UFLI — K–2

Monique Alberts will provide training for all K–2 teachers on Martin Luther King Jr. Day. She has also been providing voluntary virtual training for teachers who have begun implementing UFLI.

The January training will provide a consistent foundation for implementation, followed by grade-level collaboration and planning time so teachers can work together to apply the resource to their instruction.

95 Phonics — Grades 3–5

The proposed purchase includes professional learning for teachers in Grades 3–5, with training differentiated by grade level.

The professional learning will extend beyond the initial training. Teachers will have opportunities for ongoing virtual support throughout the school year, along with additional training and support for instructional coaches and principals. The goal is to provide teachers with the knowledge and ongoing support needed to implement the resource effectively and with consistency.

What Is Included in the Proposed Purchase?

The 95 Phonics quote includes:

- Teacher manuals
- Four years of digital presentation access
- Student manipulatives
- Student workbooks for four years
- On-site professional development
- Virtual implementation-support sessions throughout the school year
- Additional on-site training
- Professional learning for instructional coaches and principals to support implementation

What I Am Asking From the Board

We have a Curriculum and Instruction Committee meeting scheduled for October 6th at 1pm. I am hopeful that this committee will be able to bring the proposed purchase to the board for approval at our October board meeting.

I have included a breakdown of the proposed quote and the 95 Phonics scope and sequence for the Board's review. Please be mindful that these costs will be covered by our 35M grant that can only be used to implement the approved curriculum from the state.

I am excited about the opportunity to provide our teachers with quality, evidence-based materials that strengthen foundational reading instruction while allowing us to maintain the broader ELA curriculum that is serving our students well.

As we continue this work, our goal is not simply to meet the requirements of Public Act 146. We want to use this opportunity to continue strengthening literacy instruction and ensure that all Hartland students develop the foundational reading skills they need to be successful with increasingly complex texts.

I welcome questions from the Board and am happy to meet with you to discuss the work, proposed materials, or implementation plan.

95 Phonics Core Program Breakdown– Grades 3–5

Proposed Items for Purchase

- 95 Phonics Core Program classroom kits with Readables
- Grades 3–4: 4 classroom sets per elementary building
- Grade 5: 7 classroom sets at Farms Intermediate
- Student workbooks
- Student manipulatives
- Digital presentation resources
- Readables to support student practice and application
- Materials provided for four years of implementation

Professional Learning & Implementation Support

- Two full onsite professional learning days
- 3 hours of virtual implementation support
- 9 onsite coaching days for classroom implementation and teacher support
- Additional consultation/refresher support as needed

Financial Breakdown

Expense	Cost
Instructional Materials & Classroom Resources	\$217,548
Professional Learning & Coaching	\$57,170
Shipping & Handling	\$20,807
Total Investment	\$295,525

Building Costs

Location	Cost Including Shipping
Creekside Elementary	\$42,657
Lakes Elementary	\$42,657
Round Elementary	\$42,657
Village Elementary	\$42,657
Farms Intermediate	\$67,726
Professional Learning & Coaching	\$57,170
Total	\$295,525

95 Phonics Core Program® Grade 3

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
Review of Grade 2 Skills	1 Blends, Consonant Digraphs, Silent Letters, and Complex Consonants	if, pick	Inflected Endings: s/es, ed, ing	- Advanced PA: phoneme manipulation - Sound-spelling mapping/reading of Dolch HFW - Instruction/application of parts of speech - Syllable mapping of 2-syllable words - Decode and define unknown words with affixes and Latin roots - Comprehension: written response
	2 Long Vowel Silent-e and Open Syllables; Hard and Soft c/g	long, got	Suffixes: -er, -ly, -ful	
	3 Vowel Teams: Predictable/Unpredictable	light, keep	Prefixes: pre-, dis-, un-, re-	
	4 Vowel-r (er, ir, ur)	start, show	Intro: What is a Latin root? Prefixes: over-, sub-, trans-, under-	
	5 Vowel-r (ar, or, w+ar, w+or) Administer Unit 1 Assessment	hurt, far	Prefixes: ex-, de-, mis- Suffixes: -est, -ment	
Closed Syllable	6 Closed, Simple Multisyllable	six, seven	Affixes: con/com-, in/im- Latin Root: struc/struct	- Advanced PA: phoneme manipulation - Read/spell Dolch HFW - Syllable mapping of 2-syllable words - Intro. to 3-Syllable Challenge (reading 3-syllable words) - Decode and define unknown words with affixes and Latin roots - Comprehension: written response
	7 Closed, Complex Multisyllable	eight , much	Affixes: -ive, -ion/tion/sion Latin Root: pel/puls	
	8 Closed, Schwa Multisyllable Administer Unit 2 Assessment	about, done	Affixes: -al, -able/ible Latin Root: fac/fact/fec/fic	
Long Vowel Silent-e Syllable	9 Silent-e, Single Syllable	together , ten	REVIEW — Affixes: ex-, dis- Latin Root: tend/tent/tense/tense	- Advanced PA: phoneme manipulation - Read/spell Dolch HFW - Syllable mapping of 2-syllable words using syllable bars 3-Syllable Challenge (reading 3-syllable words) - Decode and define unknown words with affixes and Latin roots - Apply knowledge of affixes and Latin roots through word construction using morpheme cards - Comprehension: written response
	10 Silent-e, Simple Multisyllable	bring, drink	Affixes: sub-, trans- Latin Root: scrib/script/scribe/scribe	
	11 Silent-e, Complex Multisyllable	hold, full, people	Affixes: -ize, -ary/ery/ory Latin Root: vis/vise/vise	
	12 REVIEW: Closed and Silent-e Syllables Administer Unit 3 Assessment	cut, kind	REVIEW	
Open Syllable	13 Open, Single Syllable	try, today	Affixes: re-, de- Latin Root: duc/duct/duce/duc	- Advanced PA: phoneme manipulation - Read/spell Dolch HFW - Syllable mapping of 2- & 3-syllable words using syllable bars 3-Syllable Challenge (reading 3 syllable words) - Decode and define unknown words with affixes and Latin roots - Apply knowledge of affixes and Latin roots through word construction using morpheme cards - Comprehension: written response
	14 Open, Simple Multisyllable	myself, only	Affixes: pro-, pre- Latin Root: sist/stat/stant/stand	
	15 Open, Complex Multisyllable Administer Unit 4 Assessment	better, warm	Affixes: -ity, -ancy/ency Latin Root: pos/pound	

*High Frequency Words in bold italic are taught/mapped as "heart words."

95 Phonics Core Program® Grade 3

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
Vowel Team Syllable	16	Predictable Vowel Teams, Single Syllable	own, clean	Affixes: -ate, -ist, -er/or Latin Root: spec/spect
	17	Predictable Vowel Teams, Multisyllable	draw, grow	Affixes: -ant/ent Latin Root: clam/claim
	18	Unpredictable Vowel Teams, Single Syllable	fall, small	REVIEW — Affixes: -ive, -ion/ tion/sion Latin Root: flect/flex
	19	Unpredictable Vowel Teams, Multisyllable	carry , hot	Affixes: ab- Latin Root: sent/sense/sense
	20	REVIEW: Open and Vowel Team Syllables Administer Unit 5 Assessment	never, laugh	REVIEW
C-le & Vowel-r Syllables	21	Consonant-le, Multisyllable	shall	Affixes: -ure/ture Latin Root: vent
	22	Vowel-r, Single Syllable	REVIEW	REVIEW — Affixes: -able/ible Latin Root: port
	23	Vowel-r, Simple Multisyllable	REVIEW	REVIEW — Affixes: -ary/ery/ory Latin Root: cur/curs
	24	Vowel-r, Complex Multisyllable Administer Unit 6 Assessment	REVIEW	Affixes: per- Latin Root: form
Building Fluency – The Six Syllable Types	25	REVIEW: Closed and Silent-e, Complex Multisyllable	REVIEW	REVIEW Affixes + Latin roots
	26	Building Fluency: Closed, Multisyllable	REVIEW	REVIEW Affixes + Latin roots
	27	Building Fluency: Long Vowel Silent-e, Multisyllable	REVIEW	REVIEW Affixes + Latin roots
	28	Building Fluency: Open and Consonant-le, Multisyllable	REVIEW	REVIEW Affixes + Latin roots
	29	Building Fluency: Vowel Teams, Multisyllable	REVIEW	REVIEW Affixes + Latin roots
	30	Building Fluency: Vowel-r, Multisyllable Administer Unit 7 Assessment	REVIEW	REVIEW Affixes + Latin roots

*High Frequency Words in bold italic are taught/mapped as "heart words."

95 Phonics Core Program® Grade 4

UNIT 1	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
	Administer Unit 1 Pre-Assessment			Prefixes	Latin Root	Suffixes
	1	Closed (Single Syllable), Consonant Blends and Digraphs	<i>Rolling Along in Mesopotamia (I)</i> permanent, status, settlement, venture	con- de- in-	struct	-ed -ing -ion
	2	Silent-e (Single Syllable), The 7 Jobs of Silent-e	<i>A Piece of Time (L)</i> endurance, discourage, scientist, lecture	dis- re- in-	spec/spect	-ate -ive -ion
	3	Open (Single Syllable)	<i>Code Makers and Code Breakers (I)</i> contribution, obscure, translate, transmit	intro- pro- trans- re-	duc/duce/duct spec/spect	-ing -ion -ive
	4	Vowel Teams (Single Syllable)	<i>What is a Galaxy? (I)</i> elliptical, invisible, observatory, revolve	contra- pre- de- in-	dic/dict	-ment -ate -ing -ion
	5	Consonant-le (Single Syllable)	<i>Athena 12 (I)</i> inhabit, interior, resemble, vicinity	cor- inter- dis-	rupt	-ible -ed -ion -ive
	6	Vowel-r (Single Syllable)	<i>Fossils: Frozen in Time (I)</i> credible, preserve, sediment, variation	per- mis- con- trans- in-	form	-al -er -ity
	7	Review 6 Syllable Types (Single Syllable)	<i>Weathering and Erosion (I)</i> chemical, contraction, erosion, expansion, fragmentation, mechanical, pollutant, thermal	dis- in- pre- re-	dic/dict spec/spect	-or -ate -ion -ment
	Administer Unit 1 Assessment					

95 Phonics Core Program® Grade 4

UNIT 2	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
				Prefixes	Latin Root	Suffixes
	8	Closed, Simple Multisyllable (MS) + Schwa	<i>Asteroid Crash! (I)</i> defense, deflect, disaster, collision, motion, observation, prevent, redirection	<i>in- pre- pro- re-</i>	mot/mote vent	-ist -er -ion -ive -or
	9	Closed, Complex MS	<i>The School Lunch Debate (Debate Transcript)</i> debate, cognitive, con, consume, convince, obesity, epidemic, pro	<i>pre- re-</i>	cogn sume/sump	-ing -(t)ive -(t)ion
	10	Silent-e, Simple MS	<i>Lost on the Face (L)</i> absorb, diameter, exclaim, harness, interrupt, protect, protrude, surface	ex- de- pro- re-	clam(a)/claim	-(t)ory -(t)r -(t)ion -(t)ive
	11	Silent-e, Complex MS	<i>Predator Senses Make Great Defenses! (I)</i> auditory, flexible, intruder, olfactory, predator, sensory, structure, venomous	non- con- dis- in-	sent/sense	-less -ly -ible -(t)ion
	12	Open, Simple MS	<i>Trouble in Death Valley (L)</i> fortunate, habitation, diurnal, expression, feral, incline, native, nocturnal	<i>con- ex- in- pre- re-</i>	cap/cept	-able -ate -(t)ion -ity -ive
	13	Open, Complex MS	<i>Wild Weather (I)</i> approach, aspect, constantly, curiosity, environment, permanently, retreat, suspected	at- un- con- dis- re-	tract	-ed -ing -ion -ive -or
	14	Review Closed, Silent-e, Open MS	<i>Frozen Frogs and Other Cold Curiosities (I)</i> adaptation, aquatic, evolve, external, hibernation, insulation, internal, metabolism	<i>con- dis- in- pre- re-</i>	vent tract	-able -ing -ion -ive -or
	Administer Unit 2 Assessment					

95 Phonics Core Program® Grade 4

UNIT 3	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
				Prefixes	Latin Root	Suffixes
	15	Vowel Teams, Simple MS	<i>Abigail Adams: Voice of the Women Colonists (I)</i> criticize, delegate, favorable, obligation, oppose, persuade, politics, representation	com- dis- ex- pro-	pos/pose	-(t)ure -al -ed -tion
	16	Vowel Teams, Complex MS	<i>Abigail and John (Poem)</i> compromise, constitution, declaration, equality, occupation, revolution, sovereign, tyranny	at- con- in- pre-	tend/tent	-ious -al -ion -ive
	17	Silent-Review Closed, Silent-e, Open, Vowel Teams MS, Simple MS	<i>A New Age of Exploration (I)</i> accelerate, capsule, conduct, descent, enable, gravitational, lunar, mission	ad- com- in- inter- trans	mit/miss	-ed -ible -ing -ion
	18	Consonant-le, Multisyllable	<i>Secrets of the Deep (I)</i> atmospheric, converge, reveal, subduction, submarine, submersible, subterranean, tectonic	ob- sub- in- pro-	ject	-ion -ity -ive
	19	Vowel-r, Multisyllable	<i>The Kingdom Between the Tides (Poem)</i> advance, circulate, defend, entice, expand, inconspicuous, stimulus, support	e- ab- cor- dis- inter-	rupt	-ible -ion -ibe -ly -ure
	20	Review Vowel Teams, Consonant-le, Vowel-r MS	<i>Matthew Henson: Explorer (I)</i> accident, adversity, devoted, essential, geographical, opposite, perseverance, variation	Word Construction Review (Latin Roots)		
		Administer Unit 3 Assessment				
UNIT 4	21	Achieving Automaticity: Lexicon Lab 1	<i>Light Up the Sky (I)</i> deploy, elaborate, simulate, spectacular	dis- e- in- inter-	cept rupt vent	-ible -ion -ive -ory -ure

95 Phonics Core Program® Grade 4

	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
				Prefixes	Latin Root	Suffixes
UNIT 4	22	Achieving Automaticity: Lexicon Lab 2	<i>Out of Many, One (I)</i> consensus, convention, democratic, generation	con- dis- in- re- trans-	form miss/mit tent	-al -er -ion
	23	Achieving Automaticity: Lexicon Lab 3	<i>The Boston Tea Party Story (Poem)</i> compliance, defiance, imposed, transported	Word Construction Review (Latin Roots)		
	24	Achieving Automaticity: Lexicon Lab 4	<i>The History of Playgrounds (I)</i> decade, geometric, hexagon, regulation	e- ex- pro- re-	mot spect clam	-ate -ion -ist -ve -or
	25	Achieving Automaticity: Lexicon Lab 5	<i>Fun Flag Facts (I)</i> admission, mandate, proclamation, version	Word Construction Review (Latin Roots)		
		Administer Unit 4 Assessment				
UNIT 5	26	Achieving Automaticity: Lexicon Lab 6	<i>Animals at the White House (I)</i> circumstance, interfere, unusual, unexpected	Introduction to Greek Combining Forms graph, phone, photo, tele		
	27	Achieving Automaticity: Lexicon Lab 7	<i>Let's Eat! (I)</i> historian, immigrant, substitute, surpass	Greek Combining Forms auto, bio, geo, logy, graph, phone, photo, tele		
	28	Achieving Automaticity: Lexicon Lab 8	<i>Castles: Fortresses of Old (I)</i> adopted, durable, limitations, medieval	Greek Combining Forms auto, bio, geo, graph, logy, phone, photo, tele		Suffixes ed, -ic, -ist, -y
	29	Achieving Automaticity: Lexicon Lab 9	<i>Honoring Baseball's Finest (I)</i> commission, evidence, inducted, unanimous	Review: Concept Sort bio, ist, mot		
	30	Achieving Automaticity: Lexicon Lab 10	<i>The Empire State Building (I)</i> inspiration, prosperous, recognizable, significant	Review: Concept Sort able, form, logy		
		Administer Unit 5 Assessment				

95 Phonics Core Program® Grade 5

UNIT 1	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
	Administer Unit 1 Pre-Assessment			Prefixes	Latin Root	Suffixes
	1	Closed (Single Syllable), Consonant Blends and Digraphs	<i>Wind and Water, Sea and Sky:</i> Harnessing the Power of Fluids (I) mechanical, capture, transfer, energy	dis- in- trans-	sect	-ed -ing -ion
	2	Silent-e (Single Syllable), The 7 Jobs of Silent-e	<i>Plants Without Soil (I)</i> nutrients, agriculture, cultivate, static	con- ex- in-	cise	-ive -ion
	3	Open (Single Syllable)	<i>World War I: America Joins the War (I)</i> declare, isolate, oppose, provoke	de- pre- pro- re-	pel/puls cise	-ion -ive
	4	Vowel Teams (Single Syllable)	<i>Kentucky's Pack Horse Librarians (I)</i> circulate, distribute, librarian, rural	at- ob- con- dis-	tain/tinu	-ment -ous -ion
	5	Consonant-le (Single Syllable)	<i>Great Aunt Becky's Journal (L)</i> endure, mission, recite, terrain	ad- per- in- re-	dlect/flex mit/miss	-ible -ion -ive
	6	Vowel-r (Single Syllable)	<i>An Amazing Journey (I)</i> describe, expand, expedition, territory	di- in- pro- re-	vid/vis	-al -ize -ible -ion
	7	Review 6 Syllable Types (Single Syllable)	<i>Running on Sunlight: How Energy Powers Life (I)</i> absorb, attract, consume, decompose, evolve, produce, reflect, transform	un- at- con- dis- re-	tract tain/tinu	-ic -ist
	Administer Unit 1 Assessment					

95 Phonics Core Program® Grade 5

UNIT 2	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY	
				Greek Combining Forms	Suffixes
	8	Closed Simple Multisyllable (MS)	<i>The Evolution of Camouflage (I)</i> conceal, disguise, disruptive, environment, inconspicuous, mimic, resemble, technique	graph, phone/phono, photo, tele	-ed -ic
	9	Closed, Complex MS	<i>Connecticut, First and Foremost (I)</i> accusation, legislature, innovation, provision, ratify, recognition, revolutionize, temperate	bio, geo, (o)logy, graph	-y -ist
	10	Silent-e, Simple MS	<i>Early American Spycraft (I)</i> detect, intercept, invisible, observe, translate, transmit, transport, transcribe	auto, bio, graph	-al -ic -y
	11	Silent-e, Complex MS	<i>Cato's Capture (L)</i> acquire, assembly, assume, dispel, diverse, implicitly, preemptive, tyranny	eco, nomy, auto, bio, (o)logy	-ic -ist
	12	Open, Simple MS	<i>The Clean-Up Crew (I)</i> complex, compost, compound, microscopic, nutrient, organism, sustain, vital	em, path, sym, (o)logy, tele	-ic -ist -y
	13	Open, Complex MS	<i>A Horse of Different Color (I)</i> adaptable, aquatic, biologist, biodiversity, dorsal, genetic, notorious, pectoral	ecto, endo, morph, poly, graph, (o)logy	-ic -y
	14	Review Closed, Silent-e, Open MS	<i>Harr and Her Pups (L)</i> admirable, complicate, distinguish, fortitude, furtively, indicate, recognize, vulnerable	bio, eco, geo, graph, morph, nomy, (o)logy	-al -ic -ist -y
	Administer Unit 2 Assessment				

95 Phonics Core Program® Grade 5

	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
				Prefixes	Suffixes	
UNIT 3	15	Vowel Teams, Simple MS	<i>Mysterious Objects in the Sky (I)</i> aerial, accelerate, anxious, astronomer, conclude, illusion, meteorologist, unidentified	chrono, gram, mono, <i>graph, (o)logy</i>	-al -er -ic -y	
	16	Vowel Teams, Complex MS	<i>Lighter Than Air: The Story of Balloon Flight (I)</i> astronaut, atmosphere, century, construct, descend, extend, manufacturer, sturdier	astro, physi, <i>bio, geo, graph</i>	-al -er -ic -y	
	17	Silent-Review Closed, Silent-e, Open, Vowel Teams MS, Simple MS	<i>It's a Bird! It's a Plane! It's a Weather Balloon (I)</i> accurate, altitude, ascend, forecast, humidity, predict, refine, troposphere	techn, bio, geo, <i>(o)logy, poly</i>	-al -ic -ist -ity	
	18	Consonant-le, Multisyllable	<i>Checks and Balances: Protecting the People (I)</i> executive, judicial, legislative, monarch, preventive, promote, representative, veto	cracy, crat, demo, auto, <i>graph, poly</i>	-er -ic -ist -y	
	19	Vowel-r, Multisyllable	<i>Hello, Robot! (I)</i> algorithm, alternative, analyze, diagnose, obstacle, operation, privacy, specific	<i>em, (o)logy, path, sym, tele</i>	-ic -ist -y	
	20	Review Vowel Teams, Consonant-le, Vowel-r MS	<i>The Best Toys Ever (I)</i> compromise, criteria, iconic, induct, inspire, longevity, origin, universal	Word Construction Review (Greek Combining Roots)		
	Administer Unit 3 Assessment			Prefixes	Latin Root	Suffixes
UNIT 4	21	Achieving Automaticity: Lexicon Lab 1	<i>Microbe World (I)</i> antibiotic, microbiologist, microbiome, microscope	<i>at- con- dis- ex- in-</i>	<i>tain tract vis</i>	<i>-al-ible-ive- ment</i>

95 Phonics Core Program® Grade 5

UNIT 4	LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
				Prefixes	Latin Root	Suffixes
	22	Achieving Automaticity: Lexicon Lab 2	<i>Social Networks and Generation Next (I)</i> confrontation, initiate, proximity, reputation	com- de- re- un-	flect/flex pel/ puls	-al -ible -ion -ive
	23	Achieving Automaticity: Lexicon Lab 3	<i>Desert Survival (I)</i> estivate, nocturnal, permeate, vacate	Word Construction Review (Latin Roots)		
	24	Achieving Automaticity: Lexicon Lab 4	<i>Sonoran Desert Seasons (Poem)</i> dormant, frigid, migrate, torpor	Prefixes		Suffixes
				bio, geo, techn, eco, graph, (o) logy, nomy		-al -er -ic -ist -y
	25	Achieving Automaticity: Lexicon Lab 5	<i>Toxic Defense (I)</i> adaptation, antidote, ingest, toxin	Word Construction Review (Latin Roots)		
	Administer Unit 4 Assessment					
UNIT 5	26	Achieving Automaticity: Lexicon Lab 6	<i>Six Flags Over Texas (I)</i> interference, resist, secede, sovereignty	Review: Concept Sort		
				ist, micro, port		
	27	Achieving Automaticity: Lexicon Lab 7	<i>The Wonderful World of Chocolate (I)</i> commodity, engineers, ethical, unfortunate	Review: Concept Sort		
				able, bio, phon		
	28	Achieving Automaticity: Lexicon Lab 8	<i>Tepui: Islands in the Sky (I)</i> compress, endemic, erosion, topography	Review: Concept Sort		
				geo, ion, vis		
	29	Achieving Automaticity: Lexicon Lab 9	<i>Souvenirs (Poem)</i> apprehend, resemblance, transformation, traversing	Review: Concept Sort		
			ast/astro, er, techn			
30	Achieving Automaticity: Lexicon Lab 10	<i>Souvenirs (Poem)</i> apprehend, resemblance, transformation, traversing	Review: Concept Sort			
			auto, graph, tract			
	Administer Unit 5 Assessment					