

JOURNEYS

COMMON CORE

SCOPE AND SEQUENCE

Grade 2



| | READING LIT & INFORMATIONAL TEXT | FOUNDATIONAL SKILLS | SPEAKING & LISTENING | LANGUAGE | WRITING | | | | |
|--------|--|---|---|---|--|---|--|---|---|
| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 1 | <p>Anchor Text Henry and Mudge Genre: Realistic Fiction</p> <p>Paired Selection All in the Family Genre: Informational Text</p> <p>Decodable Readers We Camp The Picnic Ants</p> | <p>Target Skill Sequence of Events</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author's Word Choice</p> | <p>Phonemic Awareness Identify Phonemes Syllables in Spoken Words</p> <p>Phonics Short Vowels <i>a, i</i> CVC Syllable Pattern</p> | <p>Fluency Accuracy: Word Recognition</p> <p>High-Frequency Words <i>around, be, five, help, next, or, pull, take, until, walked</i></p> | <p>Read Aloud The Perfect Pet</p> <p>Listening/Speaking: Recount key details</p> <p>Speaking and Listening Skill Hold a Conversation</p> | <p>Target/Academic Vocabulary <i>curly, straight, floppy, drooled, weighed, stood, collars, row</i></p> <p>Domain-Specific Vocabulary <i>traits, offspring, inherit</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Alphabetical Order</p> | <p>Spelling Principle Short Vowels <i>a, i</i></p> <p>Spelling Words Basic: <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i> Review: <i>as, his</i> Challenge: <i>sandwich, picnic</i></p> | <p>Grammar Skill Subjects and Predicates</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences That Tell a True Story</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> |
| 2 | <p>Anchor Text My Family Genre: Informational Text</p> <p>Paired Selection Family Poetry "Everybody Says" by Dorothy Aldis "Abuelita's Lap" by Pat Mora "Grandpa's Stories" by Langston Hughes Genre: Poetry</p> <p>Decodable Readers Bud, Ben, and Roz The Funny Hat Contest</p> | <p>Target Skill Compare and Contrast</p> <p>Target Strategy Question</p> <p>Supporting Skills Informational Text</p> | <p>Phonemic Awareness Identify Phonemes Syllables in Spoken Words</p> <p>Phonics Short Vowels <i>o, u, e</i> CVC Syllable Pattern</p> | <p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>bring, children, comes, do, family, like, make, those, use, with</i></p> | <p>Read Aloud More Than a Best Friend</p> <p>Listening/Speaking: Ask questions about what a speaker says to clarify comprehension</p> <p>Speaking and Listening Skill Ask and Answer Questions</p> | <p>Target/Academic Vocabulary <i>remembered, porch, crown, spend, stuck, visit, cousin, piano</i></p> <p>Domain-Specific Vocabulary <i>conflict, related, siblings, unity, interact</i></p> <p>Apply Vocabulary Knowledge Guide Words</p> <p>Vocabulary Strategies Using a Glossary</p> | <p>Spelling Principle Short Vowels <i>o, u, e</i></p> <p>Spelling Words Basic: <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i> Review: <i>get, not</i> Challenge: <i>lunch, spend</i></p> | <p>Grammar Skill Simple Sentences</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Friendly Letter</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> |
| 3 | <p>Anchor Text Dogs Genre: Informational Text</p> <p>Paired Selection Helping Paws Genre: Informational Text</p> <p>Decodable Readers City Ride Mice Can Race</p> | <p>Target Skill Author's Purpose</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Compare and Contrast</p> | <p>Phonemic Awareness Blend Phonemes Sort Phonemes</p> <p>Phonics Long Vowels <i>a, i</i> Sounds for <i>c</i></p> | <p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>city, full, no, think, other, places, put, school, sing, think, this</i></p> | <p>Read Aloud Choosing a Pet</p> <p>Listening/Speaking: Main Idea and Details, Supporting Details</p> <p>Speaking and Listening Skill Share an Experience</p> | <p>Target/Academic Vocabulary <i>hairy, litter, canned, clipped, stayed, coat, chews, mammals</i></p> <p>Domain-Specific Vocabulary reproduce, characteristic, canine, adapt</p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Multiple-Meaning Words</p> | <p>Spelling Principle Long Vowels <i>a, i</i></p> <p>Spelling Words Basic: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i> Review: <i>gave, bike</i> Challenge: <i>mistake, while</i></p> | <p>Grammar Skill Types of Sentences</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Sentences That Describe</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> |

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| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 4 | <p>Anchor Text Diary of a Spider Genre: Humorous Fiction</p> <p>Paired Selection A Swallow and a Spider Genre: Fable</p> <p>Decodable Readers A Bed of Roses Swim Like a Frog</p> | <p>Target Skill Cause and Effect</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Figurative Language</p> | <p>Phonemic Awareness Segment, Substitute Phonemes Sort Phonemes</p> <p>Phonics Long Vowels <i>o, u, e</i> Sounds for <i>g</i></p> | <p>Fluency Intonation</p> <p>High-Frequency Words <i>mind, could, today, play, cheer, hello, read, see, by, hundred</i></p> | <p>Read Aloud Bats: Beastly or Beautiful?</p> <p>Speaking/Listening: Recount key ideas from text read aloud</p> | <p>Target/Academic Vocabulary <i>rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</i></p> <p>Domain-Specific Vocabulary <i>appreciate, compliment, cooperate, peer</i></p> <p>Apply Vocabulary Knowledge Multiple Entries</p> <p>Vocabulary Strategies Context Clues</p> | <p>Spelling Principle Long Vowels <i>o, u</i></p> <p>Spelling Words Basic: <i>doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune</i> Review: <i>home, joke</i> Challenge: <i>wrote, ice cube</i></p> | <p>Grammar Skill What Is a Noun?</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Story</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skill Brainstorming</p> |
| 5 | <p>Anchor Text Teacher's Pets Genre: Realistic Fiction</p> <p>Paired Selection See Westburg by Bus! Genre: Informational Text</p> <p>Decodable Readers Flint Cove Clambake The Stop and Spend Sale</p> | <p>Target Skill Story Structure</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Author's Word Choice</p> | <p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Consonant Blends with <i>r, l, s</i></p> | <p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>table, says, little, find, both, cold, long, green, we, eat</i></p> | <p>Read Aloud Lester</p> <p>Speaking/Listening: Recount the beginning, middle, end</p> | <p>Target/Academic Vocabulary <i>share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled</i></p> <p>Domain-Specific Vocabulary <i>community, diagram, suburb</i></p> <p>Apply Vocabulary Knowledge Use A Digital Dictionary</p> <p>Vocabulary Strategies Base Words and Endings <i>-ed, -ing</i></p> | <p>Spelling Principle Consonant Blends with <i>r, l, s</i></p> <p>Spelling Words Basic: <i>spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage</i> Review: <i>slip, drive</i> Challenge: <i>climb, price</i></p> | <p>Grammar Skill Singular and Plural Nouns</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Personal Story</p> <p>Focus Trait Sentence Fluency</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skill Finding Information</p> |

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| 6 | <p>Anchor Text Animals Building Homes Genre: Informational Text</p> <p>Paired Selection Whose Home Is This? Genre: Informational Text</p> <p>Decodable Readers A Job for Bob Baby Animals</p> | <p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Using Context</p> | <p>Phonemic Awareness Identify Phonemes</p> <p>Phonics Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></p> | <p>Fluency Expression</p> <p>High-Frequency Words <i>bear, work, animals, know, most, myself, sleep, second, three, she</i></p> | <p>Read Aloud City Life Is for the Birds</p> <p>Speaking/Listening: Ask and answer questions to deepen understanding</p> | <p>Target/Academic Vocabulary <i>beaks, break, deepest, hang, pond, shaped, winding, branches</i></p> <p>Domain-Specific Vocabulary <i>habitat, shelter, pasture</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Base Words and Prefixes <i>un-, re-</i></p> | <p>Spelling Principle Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></p> <p>Spelling Words Basic: <i>next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring</i> Review: <i>jump, left</i> Challenge: <i>young, friend</i></p> | <p>Grammar Skill More Plural Nouns</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skill Understand Sources</p> |
| 7 | <p>Anchor Text The Ugly Vegetables Genre: Realistic Fiction</p> <p>Paired Selection They Really Are GIANT! Genre: Informational Text</p> <p>Decodable Readers Jill and Mack Rabbit's Muffins</p> | <p>Target Skill Conclusions</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Story Structure</p> | <p>Phonemic Awareness Sort Phonemes Identify Medial Phonemes</p> <p>Phonics Double Consonants and <i>ck</i> Double Consonants (CVC)</p> | <p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>pictures, air, pretty, told, window, funny, try, he, cried, car</i></p> | <p>Read Aloud Trouble in the Lily Garden</p> <p>Speaking/Listening: Answer using complete sentences</p> <p>Speaking and Listening Skill Communication</p> | <p>Target/Academic Vocabulary <i>blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled</i></p> <p>Domain-Specific Vocabulary <i>nutrients, seedling, solar energy</i></p> <p>Apply Vocabulary Knowledge Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p>Vocabulary Strategies Homophones</p> | <p>Spelling Principle Double Consonants and <i>ck</i></p> <p>Spelling Words Basic: <i>dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll</i> Review: <i>will, off</i> Challenge: <i>across, pocket</i></p> | <p>Grammar Skill Proper Nouns</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Summary Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> |
| 8 | <p>Anchor Text Super Storms Genre: Informational Text</p> <p>Paired Selection Weather Poems "Night Drumming for Rain" "Who Has Seen the Wind" "Weather" Genre: Poetry</p> <p>Decodable Readers Splish! Splash! Whales Drifting Up, Up, Up</p> | <p>Target Skill Main Ideas and Details</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Cause and Effect</p> | <p>Phonemic Awareness Substitute Phonemes Syllables in Spoken Words</p> <p>Phonics Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> Base Words and Endings <i>-s, -ed, -ing</i></p> | <p>Fluency Rate</p> <p>High-Frequency Words <i>few, people, eye, high, my, open, yellow, happy, starts, before</i></p> | <p>Read Aloud Floods: Dangerous Waters</p> <p>Speaking/Listening: Describe key details</p> | <p>Target/Academic Vocabulary <i>flash, equal, damage, reach, pounding, prevent, beware, bend</i></p> <p>Domain-Specific Vocabulary <i>lightning, precipitation, water vapor</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Compound Words</p> | <p>Spelling Principle Consonant Digraphs <i>th, sh, wh, ch, tch</i></p> <p>Spelling Words Basic: <i>dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</i> Review: <i>which, then</i> Challenge: <i>catch, thumb</i></p> | <p>Grammar Skill What Is a Verb?</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skill Research Questions</p> |

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| 9 | <p>Anchor Text How Chipmunk Got His Stripes Genre: Folktale</p> <p>Paired Selection Why Rabbits Have Short Tails Genre: Traditional Tale</p> <p>Decodable Readers Maybe So Racing Away!</p> | <p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Author's Word Choice</p> | <p>Phonemic Awareness Add Phonemes Syllables in Spoken Words</p> <p>Phonics Base Words and Endings -ed, -ing CV Syllable Pattern</p> | <p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>kept, would, afraid, own, show, might, why, many, for, dark</i></p> | <p>Read Aloud On Thin Ice</p> <p>Speaking/Listening: Recount key details</p> <p>Speaking and Listening Skill Listen to Compare and Contrast</p> | <p>Target/Academic Vocabulary <i>curled, direction, healed, height, toward, tunnel, tease, brag</i></p> <p>Domain-Specific Vocabulary <i>tradition, culture, literature</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Synonyms</p> | <p>Spelling Principle -ed, and -ing Endings</p> <p>Spelling Words Basic: <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> Review: <i>mixed, sleeping</i> Challenge: <i>teasing, knocking</i></p> | <p>Grammar Skill Verbs in the Present</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> |
| 10 | <p>Anchor Text Jellies Genre: Informational Text</p> <p>Paired Selection Splash Photography Genre: Informational Text</p> <p>Decodable Readers Let's Have Fun I'm Going to Win</p> | <p>Target Skill Fact and Opinion</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Author's Purpose</p> | <p>Phonemic Awareness Add and Delete Phonemes</p> <p>Phonics Contractions</p> | <p>Fluency Stress</p> <p>High-Frequency Words <i>really, you, because, right, go, they, was, me, old, better</i></p> | <p>Read Aloud Sharks on the Run!</p> <p>Speaking/Listening: Ask for clarification; Ask and answer questions</p> <p>Speaking and Listening Skill Have a Conversation</p> | <p>Target/Academic Vocabulary <i>decide, disgusting, drift, millions, simple, wrapped, choices, weaker</i></p> <p>Domain-Specific Vocabulary oceanography, gulf, current</p> <p>Apply Vocabulary Knowledge Use a Thesaurus</p> <p>Vocabulary Strategies Base Words and Suffixes -er, -est</p> | <p>Spelling Principle Contractions</p> <p>Spelling Words Basic: <i>I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've</i> Review: <i>us, them</i> Challenge: <i>they're, wouldn't</i></p> | <p>Grammar Skill Verbs in the Present, Past, and Future</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Instructions</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> |
| Extended Reading | <p>Trade Book Poppleton in Winter</p> | <p>Target Strategies Infer/Predict Question</p> | | | | <p>Content Vocabulary Words <i>icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight</i></p> | | | |

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| 11 | <p>Anchor Text Click, Clack, Moo: Cows That Type Genre: Humorous Fiction</p> <p>Paired Selection Talk About Smart Animals! Genre: Informational Text</p> <p>Decodable Readers Jess Makes Gifts Cooking with Mom Fox</p> | <p>Target Skill Conclusions</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Author's Word Choice</p> | <p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Base Words and Endings -s, -es</p> | <p>Fluency Expression</p> <p>High-Frequency Words <i>another, heard, some, kind, light, hard, more, grow, far, to</i></p> | <p>Read Aloud Don't Play Cards with a Dog in the Room!</p> <p>Speaking/Listening: Answer questions to deepen understanding</p> <p>Speaking and Listening Skill Class Discussion</p> | <p>Target/Academic Vocabulary <i>problem, impossible, understand, impatient, furious, demand, gathered, believe</i></p> <p>Domain-Specific Vocabulary <i>notify, announce, companion</i></p> <p>Apply Vocabulary Knowledge Guide Words</p> <p>Vocabulary Strategies Prefixes <i>pre-</i> and <i>mis-</i></p> | <p>Spelling Principle Base Words with Endings -s, -es</p> <p>Spelling Words Basic: <i>hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes</i> Review: <i>jets, frogs</i> Challenge: <i>stitches, fences</i></p> | <p>Grammar Skill Compound Sentences</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Letter</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> |
| 12 | <p>Anchor Text Ah, Music! Genre: Informational Text</p> <p>Paired Selection "There's a Hole at the Bottom of the Sea" Genre: Song</p> <p>Decodable Readers Trains The Waiting Game</p> | <p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Fact and Opinion</p> | <p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Vowel Digraphs <i>ai, ay</i></p> | <p>Fluency Rate: Adjust Rate to Purpose</p> <p>High-Frequency Words <i>along, against, someone, night, part, morning, hold, bird, different, girl</i></p> | <p>Read Aloud Music in the Snow</p> <p>Speaking and Listening: Identify story structure, understanding characters, character motives</p> | <p>Target/Academic Vocabulary <i>vibration, concentrate, relieved, creative, performance, tune, expression, volume</i></p> <p>Domain-Specific Vocabulary <i>pitch, percussion, creativity</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Idioms</p> | <p>Spelling Principle Words with <i>ai, ay</i></p> <p>Spelling Words Basic: <i>pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away</i> Review: <i>stay, day</i> Challenge: <i>raisin, birthday</i></p> | <p>Grammar Skill Expanding/Rearranging Compound Sentences</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skill Choosing Media Sources</p> |
| 13 | <p>Anchor Text Schools Around the World Genre: Informational Text</p> <p>Paired Selection An American School Genre: Informational Text</p> <p>Decodable Readers The Shell Sheep Reef Sees the Wide World</p> | <p>Target Skill Main Idea and Details</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Text and Graphic Features</p> | <p>Phonemic Awareness Match Phonemes</p> <p>Phonics Vowel Digraphs <i>ee, ea</i></p> | <p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>story, world, about, everything, first, store, her, two, slowly, of</i></p> | <p>Read Aloud One-Room Schoolhouse</p> <p>Speaking/Listening: Answer in complete sentences</p> <p>Speaking and Listening Skill Summarizing</p> | <p>Target/Academic Vocabulary <i>culture, community, languages, transportation, subjects, lessons, special, wear</i></p> <p>Domain-Specific Vocabulary <i>education, public, schedule, tutor</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Using a Dictionary</p> | <p>Spelling Principle Words with <i>ee, ea</i></p> <p>Spelling Words Basic: <i>free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave</i> Review: <i>eat, read</i> Challenge: <i>between, reason</i></p> | <p>Grammar Skill Quotation Marks</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Paragraph</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> |

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| 14 | <p>Anchor Text Helen Keller Genre: Biography</p> <p>Paired Selection Talking Tools Genre: Informational Text</p> <p>Decodable Readers Bill E. Goat and Wise Crow Mud Bugs</p> | <p>Target Skill Author's Purpose</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Genre: Biography</p> | <p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Long o (o, oa, ow)</p> | <p>Fluency Natural Pauses</p> <p>High-Frequency Words <i>front, hair, warm, started, stories, never, all, food, sky, party</i></p> | <p>Read Aloud Whale of a Lesson</p> <p>Speaking/Listening: Describe key ideas</p> | <p>Target/Academic Vocabulary <i>curious, imitated, knowledge, motion, silence, illness, darkness, behavior</i></p> <p>Domain-Specific Vocabulary <i>nonverbal, communicate, visual</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategy Suffix -ly</p> | <p>Spelling Principle Long o (o, oa, ow)</p> <p>Spelling Words Basic: <i>own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach</i> Review: <i>so, grow</i> Challenge: <i>swallow, ocean</i></p> | <p>Grammar Skill Using Proper Nouns</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Science Experiment</p> |
| 15 | <p>Anchor Text Officer Buckle and Gloria Genre: Humorous Fiction</p> <p>Paired Selection Safety at Home Genre: Readers Theater</p> <p>Decodable Readers What Does It Say? In the Grove</p> | <p>Target Skill Cause and Effect</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Humor</p> | <p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Compound Words Schwa Vowel Sound</p> | <p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>ever, care, thought, over, off, small, new, book, live, after</i></p> | <p>Read Aloud Adventures at Scout Camp</p> <p>Speaking/Listening: Ask questions to clarify comprehension</p> <p>Speaking and Listening Skill Retell or Summarize</p> | <p>Target/Academic Vocabulary <i>attention, buddy, obeys, speech, enormous, safety, shocked, station</i></p> <p>Domain-Specific Vocabulary <i>risk, protection, hazard, inform</i></p> <p>Apply Vocabulary Knowledge Determine Pronunciation</p> <p>Vocabulary Strategy Root Words</p> | <p>Spelling Principle Compound Words</p> <p>Spelling Words Basic: <i>cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing</i> Review: <i>into, inside</i> Challenge: <i>nobody, everywhere</i></p> | <p>Grammar Skill Abbreviations</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Persuasive Essay</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> |

| | READING LIT & INFORMATIONAL TEXT | FOUNDATIONAL SKILLS | SPEAKING & LISTENING | LANGUAGE | WRITING | | | | |
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| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 16 | <p>Anchor Text Mr. Tanen's Tie Trouble Genre: Realistic Fiction</p> <p>Paired Selection The Jefferson Daily News Genre: Informational Text</p> <p>Decodable Readers Beep! Beep! We Helped</p> | <p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Understanding Characters</p> | <p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Base Words and Endings -ed, -ing</p> | <p>Fluency Rate</p> <p>High-Frequency Words gone, said, something, fly, also, saw, look, horse, river, have</p> | <p>Read Aloud A Better Way to Save</p> <p>Speaking/Listening: Recount characters and plot details</p> | <p>Target/Academic Vocabulary received, account, budget, disappointed, chuckled, staring, repeated, fund</p> <p>Domain-Specific Vocabulary duties, citizen, responsibility</p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Homographs</p> | <p>Spelling Principle Base Words with Endings -ed, -ing</p> <p>Spelling Words Basic: running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed Review: mixed, going Challenge: wrapped, swelling</p> | <p>Grammar Skill Pronouns</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Story Paragraph</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Audio Recording</p> |
| 17 | <p>Anchor Text Luke Goes to Bat Genre: Realistic Fiction</p> <p>Paired Selection Jackie Robinson Genre: Informational Text</p> <p>Decodable Readers Bright Lights Wild Cats</p> | <p>Target Skill Sequence of Events</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Formal and Informal Language</p> | <p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Long i (i, igh, ie, y)</p> | <p>Fluency Stress</p> <p>High-Frequency Words doing, sure, else, turned, blue, room, teacher, any, studied, carry</p> | <p>Read Aloud And the Crowd Roared!</p> <p>Speaking/Listening: Use complete sentences to answer questions</p> | <p>Target/Academic Vocabulary practice, hurried, position, roared, extra, curb, cheered, final</p> <p>Domain-Specific Vocabulary determined, morals, respect</p> <p>Apply Vocabulary Knowledge Multiple Entries</p> <p>Vocabulary Strategies Antonyms</p> | <p>Spelling Principle Long i (i, igh, y)</p> <p>Spelling Words Basic: night, kind, spy, child, light, find, right, high, wild, July, fry, sigh Review: by, why Challenge: behind, lightning</p> | <p>Grammar Skill Subject-Verb Agreement</p> | <p>Writing Mode Narrative Writing</p> <p>Writing form Story Paragraph</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Compare and Contrast Media Messages</p> |
| 18 | <p>Anchor Text My Name Is Gabriela Genre: Biography</p> <p>Paired Selection Poems About Reading and Writing Genre: Poetry</p> <p>Decodable Readers Bunny and the Penny Puppies</p> | <p>Target Skill Understanding Characters</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Author's Word Choice</p> | <p>Phonemic Awareness Blending Phonemes Identify Sound Placement</p> <p>Phonics Long e Sound for y Changing y to i</p> | <p>Fluency Expression</p> <p>High-Frequency Words words, mother, friends, under, draw, watch, always, soon, anything, been</p> | <p>Read Aloud Doctor Salk's Treasure</p> <p>Speaking/Listening: Describe key details</p> <p>Speaking and Listening Skill Share an Experience</p> | <p>Target/Academic Vocabulary accepted, express, fluttering, grand, pretend, prize, wonder, taught</p> <p>Domain-Specific Vocabulary print, journalist, exchange, publish</p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Suffixes -y and -ful</p> | <p>Spelling Principle Long e Spelled y</p> <p>Spelling Words Basic: happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city Review: tiny, many Challenge: sorry, noisy</p> | <p>Grammar Skill The Verb be</p> | <p>Writing Mode Narrative Writing</p> <p>Writing form Descriptive Paragraph</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> |

| READING LIT & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | | LANGUAGE | | WRITING | |
|----------------------------------|--|---|---|---|---|--|--|--|---|
| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 19 | <p>Anchor Text The Signmaker's Assistant Genre: Humorous Fiction</p> <p>Paired Selection The Trouble with Signs Genre: Play</p> <p>Decodable Readers Darling Starling Going to the Farm</p> | <p>Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Point of View</p> | <p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>ar</i></p> | <p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>didn't, I'll, please, talk, good, is, are, baby, too, sound</i></p> | <p>Read Aloud Wild Friends, Wow!</p> <p>Speaking/Listening: Ask questions to clarify comprehension</p> <p>Speaking and Listening Skill Following Directions</p> | <p>Target/Academic Vocabulary <i>assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared</i></p> <p>Domain-Specific Vocabulary <i>advertise, announcement, post, beacon</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Shades of Meaning</p> | <p>Spelling Principle Words with <i>ar</i></p> <p>Spelling Words Basic: <i>car, dark, arm, star, park, yard, party, hard, farm, start, part, spark</i> Review: <i>art, jar</i> Challenge: <i>carpet, apartment</i></p> | <p>Grammar Skill Commas in Dates and Places</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Fictional Story</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> |
| 20 | <p>Anchor Text Dex: The Heart of a Hero Genre: Fantasy</p> <p>Paired Selection Heroes Then and Now Genre: Informational Text</p> <p>Decodable Readers A Sporty Game My Story</p> | <p>Target Skill Compare and Contrast</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Figurative Language</p> | <p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>r</i>-Controlled Vowels <i>or, ore</i></p> | <p>Fluency Intonation</p> <p>High-Frequency Words <i>being, ready, I've, tall, stood, very, ground, laugh, begins, flower</i></p> | <p>Read Aloud Ordinary Heroes</p> <p>Speaking/Listening: Answer questions to clarify understanding</p> <p>Speaking and Listening Skill Compare and Contrast</p> | <p>Target/Academic Vocabulary <i>depended, overlooked, sprang, studied, gazing, hero, exercise, sore</i></p> <p>Domain-Specific Vocabulary <i>charity, grant, improve, figure</i></p> <p>Apply Vocabulary Knowledge Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p>Vocabulary Strategies Prefix <i>over-</i></p> | <p>Spelling Principle <i>r</i>-Controlled Vowels <i>or, ore</i></p> <p>Spelling Words Basic: <i>horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget</i> Review: <i>for, more</i> Challenge: <i>report, force</i></p> | <p>Grammar Skill Commas in a Series</p> | <p>Writing Mode Narrative Writing</p> <p>Writing Form Fictional Story</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> |
| Extended Reading | <p>Trade Book Where Do Polar Bears Live</p> | <p>Target Strategies Monitor/Clarify Question Analyze/Evaluate</p> | | | | <p>Content Vocabulary Words <i>den, cub, Arctic, survive, tundra, lemming, seaweed, fierce, extinct</i></p> | | | |

| | READING LIT & INFORMATIONAL TEXT | FOUNDATIONAL SKILLS | SPEAKING & LISTENING | LANGUAGE | WRITING | | | | |
|--------|---|---|---|--|---|--|---|---|---|
| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 21 | <p>Anchor Text Penguin Chick Genre: Narrative Nonfiction</p> <p>Paired Selection Emperor Penguins Genre: Informational Text</p> <p>Decodable Readers Mustangs Time to Move</p> | <p>Target Skill Main Ideas and Details</p> <p>Strategy Infer/Predict</p> <p>Supporting Skills Cause and Effect</p> | <p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>er</i> Words with <i>ir, ur</i></p> | <p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>nothing, move, across, took, house, voice, behind, one, how, out</i></p> | <p>Read Aloud From Duckling to Duck</p> <p>Speaking/Listening: Describe key ideas and details</p> | <p>Target/Academic Vocabulary <i>finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle</i></p> <p>Domain-Specific Vocabulary <i>development, life cycle, shelter, climate</i></p> <p>Apply Vocabulary Knowledge Use a Thesaurus</p> <p>Vocabulary Strategies Dictionary Entry</p> | <p>Spelling Principle Words with <i>er</i></p> <p>Spelling Words Basic: <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i> Review: <i>fern, ever</i> Challenge: <i>remember, feather</i></p> | <p>Grammar Skill What Is an Adjective?</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Problem-Solution Paragraph</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Answer a Question</p> |
| 22 | <p>Anchor Text Gloria Who Might Be My Best Friend Genre: Realistic Fiction</p> <p>Paired Selection How to Make a Kite Genre: Informational Text</p> <p>Decodable Readers What's That? Get Smarter!</p> | <p>Target Skill Understanding Characters</p> <p>Strategy Question</p> <p>Supporting Skills Figurative Language</p> | <p>Phonemic Awareness Rhyme and Meaning Syllables in Spoken Words</p> <p>Phonics Homophones Base Words and Endings <i>-er, -est</i></p> | <p>Fluency Accuracy: Self-Correct</p> <p>High-Frequency Words <i>floor, toward, what's, found, boy, everyone, field, does, their, into</i></p> | <p>Read Aloud The Middle Seat</p> <p>Speaking/Listening: Ask questions to clarify comprehension</p> <p>Speaking and Listening Skill Explain a Procedure</p> | <p>Target/Academic Vocabulary <i>lonely, seriously, copy, heavily, planning, answered, guessed, knot</i></p> <p>Domain-Specific Vocabulary <i>force, flight, pressure</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Figurative Language/Idioms</p> | <p>Spelling Principle Homophones</p> <p>Spelling Words Basic: <i>meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two</i> Review: <i>sea, see</i> Challenge: <i>threw, through</i></p> | <p>Grammar Skill Using Adjectives</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Compare and Contrast Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> |
| 23 | <p>Anchor Text The Goat in the Rug Genre: Narrative Nonfiction</p> <p>Paired Selection Basket Weaving Genre: Informational Text</p> <p>Decodable Readers Fraidy Cat Bugs in Action</p> | <p>Target Skill Conclusions</p> <p>Strategy Summarize</p> <p>Supporting Skills Sequence of Events</p> | <p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Suffixes <i>-y, -ly, -ful</i> Final Stable Syllables <i>-tion, -ture</i></p> | <p>Fluency Rate: Adjust Rate to Purpose</p> <p>High-Frequency Words <i>knew, idea, though, down, four, give, great, large, write, coming</i></p> | <p>Read Aloud Nothing But a Quilt</p> <p>Speaking/Listening: Recount most important details</p> | <p>Target/Academic Vocabulary <i>sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious</i></p> <p>Domain-Specific Vocabulary craft, fiber, loom, textile</p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Compound Words</p> | <p>Spelling Principle Suffixes <i>-ly, -ful</i></p> <p>Spelling Words Basic: <i>helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly</i> Review: <i>jumped, saying</i> Challenge: <i>quickly, wonderful</i></p> | <p>Grammar Skill Irregular Verbs</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Informational Paragraph</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Using Digital Visual Aids</p> |

| | READING LIT & INFORMATIONAL TEXT | FOUNDATIONAL SKILLS | SPEAKING & LISTENING | LANGUAGE | WRITING | | | | |
|--------|--|---|---|---|---|---|--|---|--|
| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 24 | <p>Anchor Text Half-Chicken Genre: Folktale</p> <p>Paired Selection The Lion and the Mouse Genre: Traditional Tale</p> <p>Decodable Readers The Unreal Party Knick and Knack</p> | <p>Target Skill Cause and Effect</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Point of View</p> | <p>Phonemic Awareness Syllables in Spoken Words Segment Phonemes</p> <p>Phonics Prefixes <i>re-, un-, over-, pre-, mis-</i> Silent Consonants</p> | <p>Fluency Expression</p> <p>High-Frequency Words <i>earth, away, brothers, brown, without, here, learning, began, surprised, there</i></p> | <p>Read Aloud Tiger in the Water: A Folktale from Malaysia</p> <p>Speaking/Listening: Answer questions to deepen understanding</p> <p>Speaking and Listening Skill Compare and Contrast</p> | <p>Target/Academic Vocabulary <i>tumbling, flung, tangled, empty, peacefully, stream, blazed, swift</i></p> <p>Domain-Specific Vocabulary <i>customs, classic, honor, myth</i></p> <p>Apply Vocabulary Knowledge Determine Part of Speech</p> <p>Vocabulary Strategies Antonyms</p> | <p>Spelling Principle Prefixes <i>re-, un-</i></p> <p>Spelling Words Basic: <i>unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay</i> Review: <i>read, happy</i> Challenge: <i>rewrite, overheard</i></p> | <p>Grammar Skill Irregular Action Verbs</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Research Report</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> |
| 25 | <p>Anchor Text From Seed to Plant Genre: Informational Text</p> <p>Paired Selection Super Soil Genre: Informational Text</p> <p>Decodable Readers A Spring Walk The Softball Game</p> | <p>Target Skill Text and Graphic Features</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Cause and Effect</p> | <p>Phonemic Awareness Substitute Phonemes</p> <p>Phonics Words with <i>au, aw, al, o, a</i></p> | <p>Fluency Phrasing: Punctuation</p> <p>High-Frequency Words <i>through, young, leaves, ball, our, done, hear, learn, were, only</i></p> | <p>Read Aloud Johnny Appleseed and His Apples</p> <p>Speaking and Listening Skill Following Directions in a Procedure</p> | <p>Target/Academic Vocabulary <i>pod, soak, shoot, root, nutrition, tasty, soften, grain</i></p> <p>Domain-Specific Vocabulary <i>process, bud, sprout</i></p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Using Context</p> | <p>Spelling Principle Words with <i>aw, al, o</i></p> <p>Spelling Words Basic: <i>tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small</i> Review: <i>all, walk</i> Challenge: <i>awful, wallpaper</i></p> | <p>Grammar Skill More Irregular Action Verbs</p> | <p>Writing Mode Informative Writing</p> <p>Writing Form Research Report</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> |

| | READING LIT & INFORMATIONAL TEXT | FOUNDATIONAL SKILLS | SPEAKING & LISTENING | LANGUAGE | WRITING | | | | |
|--------|---|---|---|---|---|---|---|--|--|
| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 26 | <p>Anchor Text The Mysterious Tadpole Genre: Fantasy</p> <p>Paired Selection From Eggs to Frogs Genre: Informational Text</p> <p>Decodable Readers The New Moose Follow the Clues</p> | <p>Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Conclusions</p> | <p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Words with <i>oo, ew, ue, ou</i></p> | <p>Fluency Accuracy: Connected Text</p> <p>High-Frequency Words <i>every, ago, won't, now, follow, head, don't, goes, again, alone</i></p> | <p>Read Aloud Diego's Double Surprise</p> <p>Speaking/Listening: Recount key details</p> <p>Speaking and Listening Skill Cooperative Storytelling</p> | <p>Target/Academic Vocabulary <i>confused, ordinary, control, sensible, suspiciously, training, cage, upset</i></p> <p>Domain-Specific Vocabulary <i>larva, biology, organism</i></p> <p>Apply Vocabulary Knowledge Pronunciation</p> <p>Vocabulary Strategies Multiple-Meaning Words</p> | <p>Spelling Principle Words with <i>ew, oo, ou</i></p> <p>Spelling Words Basic: <i>root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew</i> Review: <i>zoo, noon</i> Challenge: <i>shampoo, balloon</i></p> | <p>Grammar Skill Contractions</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Response Poem</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> |
| 27 | <p>Anchor Text The Dog That Dug for Dinosaurs Genre: Biography</p> <p>Paired Selection La Brea Tar Pits Genre: Informational Text</p> <p>Decodable Readers Woody Woodchuck and the Mysterious Ball One or More</p> | <p>Target Skill Fact and Opinion</p> <p>Target Strategy Question</p> <p>Supporting Skills Author's Purpose</p> | <p>Phonemic Awareness Match Phonemes Add a Phoneme</p> <p>Phonics Words with <i>oo (book)</i></p> | <p>Fluency Intonation</p> <p>High-Frequency Words <i>buy, father, called, town, even, maybe, where, water, outside, tomorrow</i></p> | <p>Read Aloud Epperson's Icicle</p> <p>Speaking/Listening: Ask and answer questions to clarify comprehension</p> | <p>Target/Academic Vocabulary <i>discovered, guard, remove, souvenirs, amazed, explained, exact, growled</i></p> <p>Domain-Specific Vocabulary <i>impression, remains, organic, material</i></p> <p>Apply Vocabulary Knowledge Use a Dictionary</p> <p>Vocabulary Strategies Shades of Meaning</p> | <p>Spelling Principle Words with <i>oo (book)</i></p> <p>Spelling Words Basic: <i>took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook</i> Review: <i>look, good</i> Challenge: <i>crooked, bookcase</i></p> | <p>Grammar Skill What Is an Adverb?</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Opinion Paragraph</p> <p>Focus Trait Organization</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Research Question</p> |
| 28 | <p>Anchor Text Yeh-Shen Genre: Fairytale</p> <p>Paired Selection Cinderella Genre: Fairytale</p> <p>Decodable Readers Howie's Big Brown Box What a Surprise!</p> | <p>Target Skill Sequence of Events</p> <p>Target Strategy Analyze/Evaluate</p> <p>Supporting Skills Compare and Contrast</p> | <p>Phonemic Awareness Blend Phonemes</p> <p>Phonics Vowel Diphthongs <i>ow, ou</i></p> | <p>Fluency Phrasing: Natural Pauses</p> <p>High-Frequency Words <i>want, while, falling, enough, lived, loved, should, happened, sorry, above</i></p> | <p>Read Aloud Cinderella Stories</p> <p>Speaking and Listening Skill Retelling a Story</p> | <p>Target/Academic Vocabulary <i>served, overjoyed, valuable, worn, concealed, glimmering, content, task</i></p> <p>Domain-Specific Vocabulary <i>oral tradition, multicultural, generation</i></p> <p>Apply Vocabulary Knowledge Part of Speech</p> <p>Vocabulary Strategies Classify/Categorize</p> | <p>Spelling Principle Words with <i>ow, ou</i></p> <p>Spelling Words Basic: <i>cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower</i> Review: <i>out, now</i> Challenge: <i>towel, pounce</i></p> | <p>Grammar Skill Possessive Nouns</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Response Paragraph</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> |

| | READING LIT & INFORMATIONAL TEXT | FOUNDATIONAL SKILLS | SPEAKING & LISTENING | LANGUAGE | WRITING | | | | |
|------------------|--|---|--|--|--|--|---|---|--|
| Lesson | Selections | Text-Based Comprehension | Phonemic Awareness/Phonics | Fluency and High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Spelling | Language | Writing |
| 29 | <p>Anchor Text Two of Everything Genre: Folktale</p> <p>Paired Selection Stone Soup Genre: Traditional Tale</p> <p>Decodable Readers Not So Alike Corduroy and Will</p> | <p>Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Point of View</p> | <p>Phonemic Awareness Syllables in Spoken Words Substitute Phonemes</p> <p>Phonics Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> Vowel Diphthongs <i>oi</i>, <i>oy</i></p> | <p>Fluency Expression</p> <p>High-Frequency Words <i>once, woman, upon, eight, seven, near, wash, paper, who, your</i></p> | <p>Read Aloud A Lesson in Happiness</p> <p>Speaking/Listening: Recount key details</p> | <p>Target/Academic Vocabulary <i>contained, grateful, startled, odd, search, leaned, tossed, village</i></p> <p>Domain-Specific Vocabulary <i>tales, values, beliefs</i></p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Antonyms</p> | <p>Spelling Principle Words with <i>ai, ay, igh, -y</i></p> <p>Spelling Words Basic: <i>aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright</i> Review: <i>tray, try</i> Challenge: <i>contain, thigh</i></p> | <p>Grammar Skill Possessive Pronouns</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Share an Experience</p> |
| 30 | <p>Anchor Text Now & Ben Genre: Informational Text</p> <p>Paired Selection A Model Citizen Genre: Informational Text</p> <p>Decodable Readers A Picnic Problem Polly Poodle</p> | <p>Target Skill Compare and Contrast</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Using Context</p> | <p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> Final Stable Syllable <i>-le</i></p> | <p>Fluency Rate: Adjust Rate to Purpose</p> <p>High-Frequency Words <i>almost, from, money, door, years, together, sometimes, pushed, remember, dear</i></p> | <p>Read Aloud Steve Jobs: Inventor</p> <p>Speaking and Listening Skill Presentations</p> | <p>Target/Academic Vocabulary <i>accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts</i></p> <p>Domain-Specific Vocabulary patriot, pioneer, symbol, historical</p> <p>Apply Vocabulary Knowledge Use a Digital Dictionary</p> <p>Vocabulary Strategies Root Words</p> | <p>Spelling Principle Words with <i>oa, ow, ee, ea</i></p> <p>Spelling Words Basic: <i>seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown</i> Review: <i>green, snow</i> Challenge: <i>peace, below</i></p> | <p>Grammar Skill Choose Between Adjectives and Adverbs</p> | <p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p> |
| Extended Reading | <p>Trade Book Exploring Space Travel</p> | <p>Target Strategies Question Monitor/Clarify Analyze/Evaluate</p> | | | | <p>Content Vocabulary Words <i>control panel, rockets, launch, takeoff, landing, speed, friction, gear, inner, layer, outer, fire-resistant, extravehicular, pouches, emergencies, prepare, explorers, scientists, experiments</i></p> | | | |